THE JOURNAL OF EDUCATION

STATE NORMAL COLLEGE

Volume 128 NOVEMBER, 1945 Number 8

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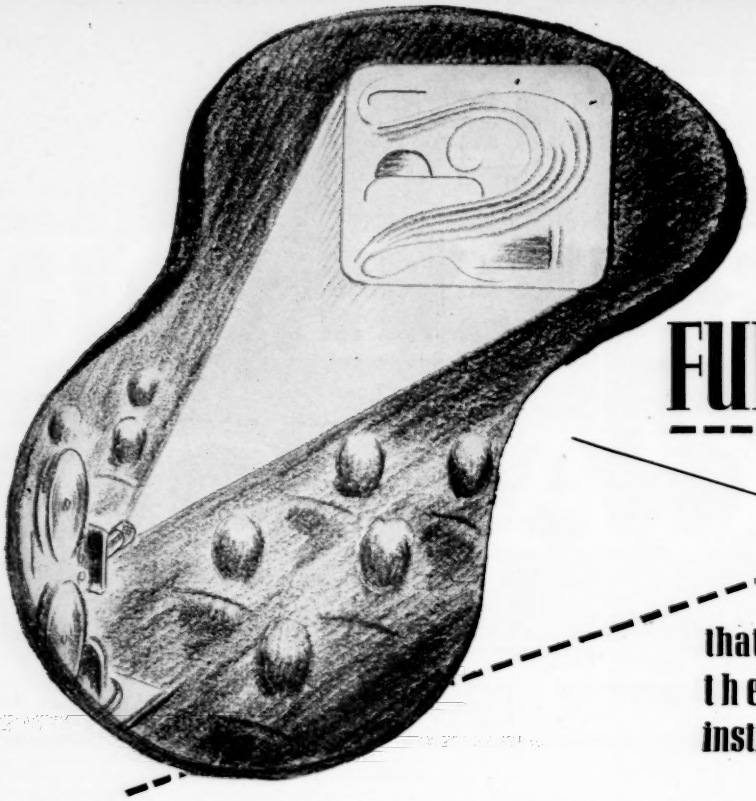

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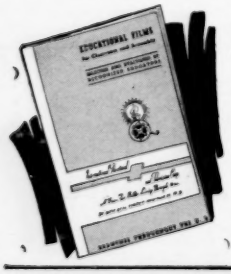

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MESSAGES
TO AMERICAN
SCHOOL TEACHERS
No. 10

"Living Backgrounds" for Class Discussion

NEARLY SIXTY-FIVE YEARS AGO, in the busy little river town of Prescott, Wisconsin, seven high school boys pioneered, for those parts, in a way of keeping pace with happenings in history and American government. At the suggestion of their teacher, each of them subscribed for the weekly edition of the New York Tribune, and for three years they used it as supplemental study material.

One of these boys, John Callahan, himself took to teaching, and now is Wisconsin's State Superintendent of Public Instruction, an office he has held for twenty-five years. In the long stretch since his graduation he never has forgotten what that New York newspaper meant to him and his classmates.

"It widened our view of what was going on in our own and other lands," said Dr. Callahan recently. "It gave us a sort of 'head start' on events, achievements and discoveries which, however important, couldn't be included in textbooks for several years, at least. It supplied a lot of good reading, and no end of material for hard-fought debates.

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"The Digest is a continuing and impartial 'diary' of the American way of life and the actual workings of our democracy. At a time when world welfare is to be so influenced by our course here at home, its value as an aid to the teaching of good citizenship increases the need for its use in our schools. The next few years will call for high loyalty to the ideals for which so many of our youth have suffered and died, and I feel that teachers will find this little magazine most helpful in guiding their classes to the kind of citizenship these heroes have so nobly typified."

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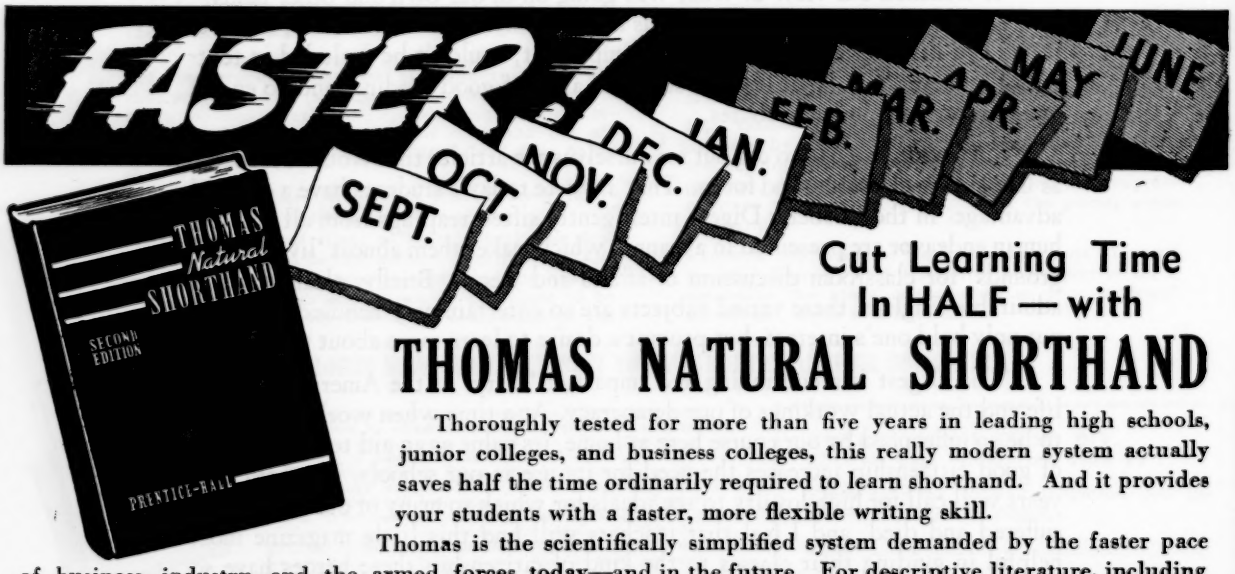

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The Journal of Education

VOLUME 128 NOVEMBER, 1945 NUMBER 8

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as we go to press . . .

We are thinking of that verbless sentence, "Now a word from our sponsor," so familiar to radio listeners. It signals the coming of the "commercial,"—and you often turn it off because you are so tired of hearing the same stupid statement. Sometimes, on the other hand, you actually prick up your ears, because you want to see how cleverly this particular announcer will ring the changes on his message, perhaps working it into the play itself. Well, each issue of this magazine has its sponsors—the advertisers who make the magazine possible for you at its modest subscription price. And we hope you have noticed how closely their announcements fit into the show—the educational theme. Instead of hair tonics and remedies for hangovers, our sponsors bring you news of importance, bearing on instructional problems. The products recommended by our sponsors are the results of sincere research, experimentation, and creative planning. It would be futile for us to plead with you to patronize our sponsors merely because they help pay for your JOURNAL. That type of appeal is rather pathetic and never works. We do wish to remind you, however, that the messages of our sponsors are well worth your attention. Among their various offerings may be precisely what you have been waiting and perhaps searching for.

Again—not as a favor but as one of those business courtesies that make for good feeling all around—in the event that you *do* get in touch with a JOURNAL sponsor, you might just work in the fact that you saw the product mentioned in THE JOURNAL OF EDUCATION, which makes you pretty certain it has merit.

▼

One of our secret ambitions is to have more of you readers dashing off letters to The JOURNAL or its editor—letters on any and every aspect of education—letters that may in some instances be no more than an envelope containing a news clipping, a cartoon, an editorial, or what have you? Comment from outside the profession can be specially helpful. Watch for it, and send it over this way, won't you? Thanks.

TEXTBOOKS IN REVIEW

Atomic Age Opens

Packed with information about the astounding alchemy of the split atom, is the handy little volume titled *The Atomic Age Opens*. For a book prepared with record-breaking speed, it is unusually well edited and well rounded. Here is the story of the atomic bomb's first use in war and how it was announced. Here also are many comments on the implications of the atomic power for war and peace, and as good a popular exposition of the scientific facts surrounding the A bomb as can be given without divulging the fateful secret that must be so carefully guarded.

THE ATOMIC AGE OPENS. Pocket Books, Inc., New York. $.25.

Build Together America

Any American with a spark of leadership, an ample supply of tact and a desire to help in promoting a closer unity of feeling in his own community, can learn how to go about that task by thoughtfully reading *Build Together America*. This is an outstanding new book, the outgrowth of twenty years' experience by an author who knows the art of translating action into written words.

Rachel Davis DuBois first took up the problem at a high school in Woodbury, New Jersey. Later she guided experiments in over a hundred other high schools in metropolitan and smaller areas. The present volume combines what she has learned into a well organized thesis that is interesting in detail and interwoven with sound psychology and wholesome philosophy. The high school assembly with invited speakers or student dramatics, class discussions, teas, and many other devices, in school and out, are among the means sifted, analyzed, self-criticised by the author and given to the reader in a generous outpouring of ideas, recommendations, warnings, and stimuli to individual creative effort.

She suggests ways of bringing the community into the movement and ways of getting teachers themselves to drop their prejudices. Bibliographies are supplied in abundance. The whole thing is quite a Baedeker for high school faculties and civic minded Americans. It might well become an accepted textbook for those international classes in teachers' colleges which ought soon to be vastly more prevalent than they are today.

BUILD TOGETHER AMERICA, by Rachel DuBois. Hinds, Hayden and Eldredge, New York. $2.00.

Our Independent Schools

For a composite picture of the American private school, one may turn to a recently published book by Ernest Barrett Chamberlain, *Our Independent Schools*. It is not a statistical or researchy report, but an attempt to view the aims, functions and performances of the schools that are mainly supported by tuition fees. In such schools some twelve per cent of our children now receive their elementary, pre-college or junior college instruction. That private schools meet an actual demand of many thousand families is self evident. Whether in all cases they meet these demands as fully as the book implies, is an open question.

The chief advantage of the independent school is its smaller classes and its correspondingly better opportunity to reach the needs of the individual child. Since the great majority of its students will continue their education in college, marked attention is given to mastery of subject matter and there is an emphasis upon liberal or cultural studies hardly to be duplicated in public schools as constituted today. The development of character is an avowed purpose of all independent schools. As an institution, the independent or private school is growing in patronage and its standards are generally high. It could render better service if more good teachers were brought into it, and this means larger tuitions or greater endowments.

The fact that one out of every hundred persons in *Who's Who* is a graduate of one particular private school is undoubtedly significant—but significant of what? Do instructors in independent schools possess entire academic freedom, as Mr. Chamberlain would have us believe? At least we wish to think that over.

OUR INDEPENDENT SCHOOLS by Ernest Barrett Chamberlain. American Book Company, New York. $2.00.

Occupational Instruction

Much of the teaching in vocational schools or classes and in industry itself is done by persons more versed in the trades than in the art of teaching. *Occupational Instruction* comes to the air of all this group, by showing how to analyze a job, how to organize a course of lessons, how to prepare a lesson unit, how to introduce related material known as "trade information," and in general how to put across the facts and skills the novice needs if he is to become a truly productive worker. This book should open the eyes of many instructors to a broader and deeper concept of their task. Even the trade teacher with a fairly satisfactory program of his own, is sure to find in this text of Messrs. Bollinger and Weaver some valuable pointers.

OCCUPATIONAL INSTRUCTION by Elroy Bollinger and Gilbert Weaver. Pitman, New York. $2.25.

Education and the Promise of America

A series of lectures by Dr. George S. Counts, given under the auspices of Kappa Delta Pi, has been made into a book. Dr. Counts has handled his theme, *Education and the Promise of America*, in a fashion to stimulate and ennoble the thinking of school leaders. The heart of the message is in its statement of the five great "moral commitments" that ought, in the author's opinion, to determine the course of future education in America. As a people with an important and distinctive role to play in civilization, he feels that we are committed to: the Hebraic-Christian ethic; the humanistic spirit; the scientific method; democracy; and world peace. The concepts are not by any means new. But it is good to have them reaffirmed in relation to the education of tomorrow. Dr. Counts holds that the fail-

ure of our schools to equip young people beyond what some of them need for material success, is mainly due to the fact that few teachers sense the importance of their work or how well it must be done if our civilization is to fulfill its highest possibilities. Yes, one needs to stand off, at times, and view education in its larger aspects. This little sheaf of lectures will help.

EDUCATION AND THE PROMISE OF AMERICA, by George S. Counts. Macmillan Company, New York. $1.50.

Workbook in Geography

Designed to accompany the Atwood and Thomas *Visits in Other Lands,* is this new Workbook in Geography. Its purpose is to require more studying and thinking by the pupil than writing. The workbook tests each pupil's reading of the text by questions of fact and questions of reasoning. Such and such is the fact, and it is so because—well several reasons are given for the pupil to select from, and we hope if he doesn't select properly his teacher will set him right. Filling the blanks in this workbook looks like an absorbing task, enlisting the geography text for much more than the proverbial screen from teacher's gaze—keeping the little people so busy there's no time for throwing things. Each page in the workbook is conveniently tabbed as belonging with a definite topic in the main text, and there is a suggested system of self scoring to stimulate thoughtful effort.

WORKBOOK IN GEOGRAPHY, by Wallace Atwood and Helen Thomas. Ginn and Company, Boston. $.32.

A Dipper Full of Stars

Science and legend are freely drawn upon to produce *A Dipper Full of Stars,* an astronomy introduction. The style is not too difficult for the young student. Any reader may be impressed with the amount of myth or folklore that has grown up around the heavenly bodies in the minds of our ancestors as they viewed virtually the same five thousand stars that we ourselves see without a telescope on an average clear night. If the book is a bit sketchy in recording many of the myths, so are the stars themselves in outlining the figures one is supposed to see. Such scientific speculation as the theory of the growth of stars and their decline and cooling are especially well conveyed. Perhaps the scientists will soon begin to guess the time when this little earth, all lit with exploding atoms, will itself become a star. Before this occurs, let's hurry and brush up on that *Dipper Full of Stars.*

A DIPPER FULL OF STARS by Lou Williams. Follett Publishing Company, Chicago. $2.00.

My Number Books

Your reviewer has just reviewed the early stages of arithmetic by means of *My First Number Book* and *My Second Number Book,* and is relieved to note that he can give the correct answer to every problem he happened to try. He noted also that all the toys in the toy closet and all the animals on Old MacDonald's farm are trotted out to adorn the pages and prevent abstraction, distraction and all the other tractions except subtraction, which sets well under way in the first book and takes away quite large bunches of things before "my second book" is put aside for good and all.

It is all very step-by-steppish, very concrete, and very colorful. And there is no escaping the fact that the learner gets a sense of reality, that he exercises each mathematical muscle to the pitch needed for each leap of generalization, or that progress thus made is likely to prove lasting. A vast deal of study and experimentation is evidenced in these two workbooks, or are they "playbooks"? Truly they are both. Using the little mind is fun, when the exercise increases gradually from day to day and the goals are not too difficult.

These number books seem unusually well planned to give a firm foundation for whatever mathematical superstructure, short or tall, may later be erected on them.

MY FIRST NUMBER BOOK, MY SECOND NUMBER BOOK, by Clark, Otis and Hatton. World Book Company, Yonkers-on-Hudson, New York. $.28, $.36.

School Books Favored In Proposed Postal Rates

The present flat rate of three cents a pound plus three per cent on books between any two points in the United States has undoubtedly encouraged the spread of knowledge. Except for the awkward three per cent which means an extra cent on most small shipments, the rate is simple and convenient. But it makes no distinction as to distance and on this account seems headed for revision and some form of zoning similar to that which we have in parcel post.

A bill in Congress, known as HR 3235, offers two different sets of postage rates—one for books to schools, and another for books to individuals and bookstores. The school rates are substantially lower than the trade rates. Indeed, the schools would reap a sizeable saving from the proposed new schedule. Many shipments now going by slower forms of transportation could be sent faster and at lower cost by mail, if the recommended schedule becomes law.

The schools would gain in still another way, since books with perforated leaves and blanks to be filled by pupils—"work books," to our readers—would be carried at the new rates instead of being arbitrarily barred as they are at present from the book rate.

Postage rates are much too complicated already for the ordinary citizen to keep track of, and the addition of new schedules, parallel with those of parcel post, may prove unpopular. Yet there is sound public policy in favoring the distribution of books for educational purposes more than those of a miscellaneous nature aimed in so many directions that they cannot well be sorted into educational and non-educational.

Public and private education in the United States would obviously benefit from the more favorable postal rates contained in HR 3235. Its passage should be in the national interest.

Editorials

The Very Toughest Problem

The greatest problem in the world can be stated in a single word of five letters. It is BRATS.

The No. 1 brat of all time was Hitler. He aroused and organized all the potential brattiness of a people having vast capabilities in that line.

At what cost his grandiose plot for an amalgamated bratdom has been stopped is beyond all reckoning. The top brats will soon have vanished into a hideous memory. But their understudies will remain to plague the earth for decades.

Bratlike forces are already at work endeavoring to promote civil strife or to throw monkey wrenches into the international machinery.

Let's get down to where all this bratting comes from. You can find it in the nursery—some nurseries. Some people are born brats. They have been endowed by Mother Nature with so much concentrated egotism and assertiveness and lungpower and general cussedness that they defy even the wisest and most resolute attempts to cure or curb them.

But not all brats are born that way. Some are brats by cultivation. Their own mothers or whatever adults they live with are unintentionally operating a brattery. Their youngsters find it pays to be brats. It gets results, the results they want. Yell for it. If that doesn't succeed, kick somebody in the shins. Lie down and throw a fit. Mother will threaten. But she won't carry out her threats. And she will sooner or later yield.

Not that once a brat is always a brat. Take a bunch of fairly respectble schoolboys and send them off to town on a street car. There isn't any guarantee that they won't become brats for the duration of their trip.

Confirmed brats can be found in every department of life. They elbow people out of their way. They scramble for first place at any price. They take every advantage of their neighbors that they can get away with. They put it over on their employers, or, if they are employers themselves, upon their employees or their customers. They knife reputations in the back with lies.

There isn't any wholesale way of wiping out brats. But can't mature people try a little harder to reduce the brat problem whenever it settles on their doorstep? The brat needs individual treatment.

Tax Reduction and Something

The tax news from Washington is music to all our ears. Accustomed as we are to continually mounting levies, we hardly know what to make of this sudden shift into reverse. For once, moreover, we are to have advance notice of the new rates, and can figure our individual or corporate shares of the six billion dollar slash. All this is most refreshing.

Nevertheless, the time has come for our federal government to live within its revenue. The costly years of the long depression, plus the much costlier years of the war, have piled up a debt that takes five billions annually in interest alone. Borrowing must end. It is a habit that may have been carried to excess already. The public should insist from now on that every dollar spent by the government be paid for by taxation—and that the word "economy" be at length brought back into the vocabularies of those folks on the Potomac.

Better a tax reduction that is only a token than one that necessitates more red ink, more billions for our descendants to pay off.

The Pre-Practice of Citizenship

Student self government is one of those things that ought to achieve excellent results, but often do not. For no one can deny that practice in the art of citizenship is as desirable as in any other art, or that the art itself is among the most essential, if democracy is to hold its own and improve. Yet many a school has tried a student organization for a year or two, only to give it up as a bad job. What went wrong? Why does the idea succeed in one school and fail utterly in another?

The explanation is compactly given in a pamphlet which is labeled "Your School and Its Government." The authors are Michigan educators concerned with the supervision of secondary schools. According to this little book, there are various common causes of failure. The students may be apathetic. The school heads may lack faith in the students; may not wish to relinquish autocratic control in any degree to anybody; or may load too much responsibility on the student body, washing their hands of the whole business until things get into a mess. What to avoid, what to do and how to go about it, are stated in the

Kelley-Faunce booklet. Now is a good time to reconsider this whole matter of giving students practice in democratic ways of running affairs of common interest. No need to be absurd about it all and ask students to manage what is not their province: examinations, curricula or the school budget. Student government requires a proper constitution to define its limits as well as its functions. Some mistakes should be allowed; some guidance given. The end justifies all necessary bother.

You can obtain the pamphlet from National Self Government Committee, Inc., 80 Broadway, New York 5.

Economic Education Essential

It isn't the resources so much as the resourcefulness of a people that determines how well they prosper. This seems to be the thesis that underlies the work of the Alfred P. Sloan Foundation, which devotes large sums to educating the American public in economics. The foundation operates through various channels. In three rural areas having low living standards, it enlists the cooperation of local schools to teach the boys and girls better utilization of the land, greater thrift in handling finances, and kindred matters. Special instructional helps are provided by the state universities of Kentucky, Vermont and Florida, acting as agents of the fund for these experiments. For the education of adults, grants are made to Public Affairs Committee for some of its pamphlet publications, and to the radio round table of the University of Chicago. For the training of leaders and teachers in the economic field, the University of Denver maintains a course for the study of taxes and tax administration—thanks again to Sloan support.

Whether you call it a drop in the bucket or a stone flung in the middle of a lake, it deals with an educational problem of first magnitude not only for America but for the world. Global security must rest on economic maturity—and, of course, good character. But this latter is a corollary of sound economics.

To earn before you spend is in the realm of ethics as well as that of economics. Nations that spend beyond their means and think this their right, become aggressor nations. The financial crimes of individuals spring from similar roots.

Nice People

Americans who lived in Japan before the war frequently testified that the Japanese were nice people. The same is true of Americans who lived in Germany before the war.

Now that both Japs and Germans are having their tendencies to un-niceness curbed, they can become just as nice as they please.

Some of us may remain skeptical. But we wouldn't hold back any efforts they may make toward being moderately civilized.

So far, at least, their ugly side has been much more widely advertised than their nicer side.

And if they had won the war, how nice they would have been to all of us.

Let us not be fooled. The Japs and Germans will bear watching for a long, long time to come. But it won't be a job for army privates, so much as for keen-sighted intelligence officers with their fingers on critical controls and armed might just near enough not to be forgotten.

The average doughboy or sailor can't do much but play around with the natives and be a good fellow. Meanwhile he will either be bored to death or think them pretty nice—a hundred years before time for that opinion to be safe.

Bettering Bad Situations

Summing up a bad situation, one person will say, "The system is all wrong," while perhaps his companion will reply, "It isn't the system so much as the people."

Reformers generally lean strongly toward one or the other of those types of thinking. The radical or revolutionist wants to abolish old systems and substitute new ones. The more conservative individual, who may be equally zealous for reforms, tries to accomplish them by changing the attitudes and minds of people.

Neither method is always preferable. Frequently a better system gets better results with the same people. Then again, when able leadership has set to work through education or moral and spiritual regeneration, a bad situation grows better.

Take war, for example. Probably the majority of human beings have wanted to do away with it for centuries. But it was the accepted system throughout most of the world for settling international arguments. Now a frightened humanity has resolved to establish and test out a new system. A new system, backed by a firmer resolution to have peace,—these two things together—must be the answer.

Every new law or regulation is an attempt to change the system and make some people act differently.

Education doesn't go out so strongly for changing people that way. Education, in the nature of things, believes in its own approach.

As a purely personal matter, as a means of checking on ourselves, it might be a good idea for system-changers to lean a little more to people-changing, and for people-changers—such as the average educator—to take more interest in system-changing.

RECONVERSION FOR THE TEACHER

RUTH SLONIM
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Today I, an obscure professor of English, met my college classes for the first time since the world fell heir to an atom bomb. Today, for the first time in nearly four years, the young people before me were students on a peace-time college campus. But ours, like others, is a college in the process of reconversion, and mine is a responsibility tremendously intensified by the nominal state of peace in which the world now finds itself. Just what does reconversion imply to me and all others in my profession, at whatever educational level? Let me briefly submit my credo for the future, my notion of the educational reconversion that must come to pass—and soon—not merely because this is owed to my former students and yours who will never return from war, but because it is an imperative for universal rehabilitation — for the "peace on earth" we glibly expound at the Christmas season but only infrequently inspire by unselfish thinking and living.

We must, first of all, it seems to me, dispel the notion that "everyone's queer but thee and me, and even thou art a little queer." This process begins with oneself. It behooves every individual who assumes the responsibilities of the teaching profession to cultivate a habit of mind that respectfully acknowledges human differentiation. This necessitates the conscious and deliberate elimination of any indiscriminate remarks about peoples, of whatever pigment of skin, national derivation, or religious adherence. It absolutely rules out the stereotype as a source of reference or amusement. When one who claims to teach types any segment of humanity, even more he types himself as an intellectual and spiritual incompetent. It is rank hypocricy to assume the role of teacher, then perpetuate such incompetence. We have too long served the cause of disunity and human cleavages by passively condoning or even being a party to fallacious and "loose" talk. It is high time that we who teach make the little extra effort involved in avoiding the pitfalls of perpetuating misconceptions about those who happen to be at variance with us. At the all-college picnic which prefaced the resumption of classes this year, I observed a young Indian girl sitting quite alone in the midst of the general sociability. To me she seemed an ironical symbol at this first peace-time gathering of the college community—also an indictment and a challenge. My colleagues were as oblivious to her situation as were the young people to come under our tutelage. Planting myself and my plateful of potato salad and hot dogs beside her, I drew this timid freshman into conversation, tried to give her a sense of security by casually introducing her to all who stopped for a chat with me, tried to make her feel as "wanted" as anyone on those picnic grounds. She wasn't, though; and we who teach must remember that passivity and indifference can be vicious. I intend, therefore, to strive constantly for that greater sensitivity that will keep me perpetually aware of others and *their* personal sensitivities. But awareness, unless it is accompanied by genuine understanding and appreciation, can be futile. My own horizons must be expanded before I can inspire a measure of appreciation of human differences in others; my own prejudicial attitudes must be dissipated before I can give creative direction to the thinking of my students. But how?

Too few of us have a philosophy of life, so clearly and genuinely formulated that we really know where we are going or why. Too few of us who think we have a philosophy of life, have measured our goals in terms of general human betterment. It seems to me, then, that each and every one of us in the teaching profession today should re-evaluate and redetermine his personal raison d'etre. If we do this in terms of a universe of people, together responsible for and at the mercy of an unpredictable tomorrow, we dare not remain detached. We dare not move vaguely toward a vague objective. A young Wyoming lad, still in his teens when he landed in the Philippines, wrote a poem shortly before the war ended. It reflects a wisdom and comprehension to which many of us have yet to attain. In the final stanzas of his poem, "Should We Not Return," Richard Dumbrill observes:

Cry for us,
But crying, loose your tears
Only to wash the dust of hate
From out your hearts, and leave them clean.

Love us,
But loving, learn to love
The things of earth and sky and God;
For we who died saw truth, and we believed.

If we would have our students know and reverence truth, as young Dumbrill conceives it, there

is no alternative but to "wash the dust of hate" and blind prejudice from out our own hearts, that we may exemplify that to which too many "educators" pay only lip service. I no longer aspire to be a tolerant human being. Tolerance carries an implication of condescension that is negative. Rather, let me seek after thoroughgoing understanding and appreciation of differences, of whatever kind and wherever they may exist. How can one gain in insight and understanding, you ask? Just as economic reconversion is a complex and difficult undertaking, intellectual reconversion does not submit to over-simplification either. It can come only gradually, but our sole hope for the realization of a bona fide and universal peace, it seems to me, rests in our willingness to make a concerted and consistent effort to this end. Prejudice almost invariably has its roots in ignorance, and prejudice is the most potent obstacle to the strength that stems from diversity.

Having a philosophy is obviously not enough. Expounding it is not enough. A plan of action to implement our thinking is also a prime essential, therefore. Too often we satisfy our egos by imputing to others of dissimilar convictions or derivations, all the limitations and by assuming for ourselves all the aspects of righteousness. In our own classrooms there is ample opportunity to be receptive to the fresh points of view advanced by some youngsters, to counter with documentary evidence and sound reasoning those distorted notions held by others. But in no case is an arbitrary, inflexible approach in order. And we can only break the dogmatizing habits by raising our own sights. The teaching profession must become much more habituated to critical thinking of the constructive, creative variety. Daily "small talk" which eventuates in assignments to youngsters of "busy work" is hardly a formula for living in this atomic age. As did those who fought in the war, we, the teachers of America, must also function far beyond what is ostensibly our "line of duty." For those of us who have gaps to close or misconceptions to clear up, there is some very apt reading matter to which we might turn as a starter. All of us would do well to read Carey McWilliams' *Prejudice;* Pierre Van Paasen's *The Forgotten Ally;* and Richard Wright's *Black Boy,* to mention only a handful of the books now available that jab at complacency and at the same time prompt a shift in attitudes. There is an excellent quarterly publication which properly belongs in any school library. Certainly any teacher who is sincere in his desire to promote the cause of eternal and universal peace, would do well to hunt up *Common Ground* and share its contents with his colleagues and students. Material relative to Latin America is available and should likewise be sought out. The "adventure in religious tolerance" reported by Madeleine T. Schoenhof, principal of a school in the Bronx (*Journal of Education,* Sept., 1945) might well inspire similar "adventures" throughout the country. At *every* level of the educational process, *including* higher education, such experience is desperately needed by faculty and students alike.

No dream comes true without the expenditure of effort. Goodness knows, the G.I.'s who have groveled through the grime and grimness of the past four years of war have paid dearly in achieving for us the cessation of armed hostilities. But to make peace a reality, another kind of effort must now be expended. We—you and I—absolutely dare not sidestep any opportunity to liberate our own minds, be it via reading matter, lecture, or personal contact. We have not the moral right to shy away from that which exceeds our grasp or, within our ken, makes us uncomfortable. Furthermore, we are not morally entitled to pooh-pooh the fellow who submits a concept, after sincere deliberation, which may tend to undermine the *status quo* of our personal thought or action. Intellectual curiosity is an eternal virtue, but at the moment, it is a "must." Nor have we the right to condone by our silence any prejudicial gesture stemming from another. We must become articulate, courageous champions of civil liberties and individual dignity.

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I am proud to be a teacher, because of the privilege of service which my profession today affords. To me being a teacher means being creative; and on this autumn day of 1945 when the world is yet sick of soul and scarred in body, my role in reconversion is manifest. I must perpetually strive by every means at my command to become an increasingly generous and understanding confederate of *all* my fellow men; I must *apply* my philosophy of life in my own classroom and in all other associations during the daily round; and with all the sincerity and ingenuity at my command, inspire in my students this same comprehension of the oneness of the human family — however superficially different. Together we must realize that there is one great common denominator that far over-shadows variation. We are all human beings. Nor is it enough to verbalize this concept. No concept, this least of all, is worth anything until it is given earnest application.

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To be a dynamic thinker, a creative teacher in this atomic age is both privilege and challenge. Remembering those who are permanently disabled or who will never return from this last war fought in the name of human freedom, one comes to the poignant realization—better late than never—that reconversion carries an obligation for outgrowing ourselves and becoming citizens of a potentially peaceful universe.

RAISING THE COMPOSITION LEVEL

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FOR four years the English Department of Morse High School in Bath, Maine, has been experimenting with a new program for the teaching of composition. The following is an outline of the plan.

The first semester is devoted entirely to the study of composition, literature being taught in the second semester. During the first week all freshmen and those upperclassmen who are new at Morse are given a two-hour diagnostic test that determines to which of three composition groups—B, C, or D—they should be assigned. Upperclassmen, who took the test when they entered high school, are placed according to a mark appearing on their Placement Card, a record of their progress since their freshman year.

All students taking English in a given period are then divided into the three groups—B, C, and D—according to their placement as determined from the mark on their test or card. This grouping is entirely without reference to whether they are freshmen, sophomores, juniors, or seniors. This plan is unique in that a freshman and a senior may be in the same composition group. The changes are made within the period in order that the daily schedule of the other classes may not be upset.

Into the D group are placed those students (9th, 10th, 11th, and 12th graders) who are not yet able to recognize completeness of thought. They are taught only those elements of a sentence that they need to know in order to write a complete thought—viz., conjunctions, subject, verb, and complement, technical terms being avoided as much as possible. The most obvious errors of spelling and punctuation are corrected. Completeness of expression, for which the learning process is the thought method, is the aim of this group.

Those in the C group work towards correctness, both in thought and form. Since students should be able at this point to write a complete thought with no very obvious errors in spelling and punctuation, they are trained to make their sentences say exactly what they mean, without the misuse of words, misspellings, or errors in punctuation. Though the pupils have to master some of the rules of formal grammar and recognize their use, their time is spent mostly on the correct usage of words, with a short period given over to work in vocabulary development.

The B's spend their time on diction and vocabulary. Since they have mastered the correct way of saying a thing, they work towards learning the most effective way of saying it. More imaginative students in this group are encouraged to do creative work.

Those rare brilliant students who are perfect in mechanics and rich in words are the type which some day will form an A group. At present they do not meet as a class, but are assigned individually to library work of the nature of research or given the freedom for creative composition. Occasionally they are asked to serve as tutors. These outstanding students are offered the encouragement and inspiration due their type.

The course in each group is planned for a nine-week period. During this time, in addition to their other work, students write in class a certain number of carefully planned compositions, varying in length and difficulty according to the level. At the end of nine weeks, a test, similar to the placement test only designed for each level, is given to determine whether or not students are to be promoted to the group above. Only those who show without doubt that they are capable of doing the work of the higher group are passed. The rest repeat the nine-weeks' work. Thus a student has a chance to advance quickly if he works hard. At the same time the many who are not promoted benefit by repeating the course.

In theory, grades in each level correspond roughly to the range of grades in the school level. For example, those in the D group are allowed ranks between 0 and 76; those in C, between 77 and 84; those in B, between 85 and 92; and those in A, between 93 and 100. Until distinct levels are achieved, marks will tend to overlap in each group. The ranking system is still very much in the experimental stage.

The teaching of composition is not neglected during the second half of the year when the students are taking their literature course. Written compositions are assigned when the study of a particular section of literature invites an expression of ideas by the pupils. Although these compositions, as well as the answers to subjective questions in an examination, are carefully corrected as to technical mistakes, mechanics as such are not taught at this time.

In order to be eligible for graduation as far as composition work is concerned, students whose placement tests or marks assigned them to groups C or D must take at least four semesters of composition and must pass the work of the C group. A student may not stay in either group longer than two semesters without being assigned to two

periods of English. For instance, he may fail his work in composition during his freshman year and still be promoted to sophomore work in literature provided he has passed his freshman literature; but if he fails the same work in composition his second year, he is assigned to two periods of English composition his third year, with the injunction that he must get better than a passing mark. Thus a student must pass the work of the C group to be eligible for graduation.

Though we realize the deficiencies of our new program—an overcrowded literature period, mistakes made in placements because of the fallibility of tests and teacher judgments, too brief teacher-pupil classroom relationship and the difficulty on the part of the pupil to adjust himself to a new class, an inadequate ranking system, and last but not least the extra bookkeeping for overworked English teachers—though we have had to make changes that would have discouraged many, we five English teachers at Morse are enthusiastic over the results that we obtain. At last we are teaching something which is retained and used, without duplication of effort and time on the part of both pupil and teacher. We are satisfied that the plan is standing the test of time. Given another four years, we hope to have a program that will no longer point towards efficient teaching of English composition but instead proudly wear such a label.

MUST BOYS LIKE THESE CONTINUE TO DIE?

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I was having trouble with one of my English classes, a group composed mainly of boys almost old enough for the draft, who thought of a good time first, work (their jobs) second, and school—well, a place to get a diploma by just sitting. They refused to study and turned every discussion into a farce.

They needed to build vocabulary as a basis for better reading and understanding, but when I asked them to look up words in the dictionary, I was told: "You can't learn words that way. The only way you ever learn them is when your friends use them, so you just grow into them the way you grow up." They needed to learn to think straighter, to speak and write more effectively; they needed everything, especially discipline,—self discipline—but discipline was a foreign word of which they had no comprehension.

No matter how carefully I prepared for that class, I got exactly nowhere—until the unexpected happened which turned this unteachable class into a most teachable one:—one of the boys was killed in an automobile accident. He was a likeable chap, but one who had consistently refused to cooperate, even to open a book when I was helping them to pick out main ideas in their reading. Why should he? *That wasn't interesting!*

The morning after the accident, Jack's friends, shocked and horrified, wanted to discuss it. "When we read that essay on the sinking of the Titanic, you tried to get us to see that recklessness and carelessness cause such tragedies, didn't you?" they said. "If Jack had just listened! But you can't tell us high school kids much, can you?" Teaching that day was easy. That afternoon I wrote a prose poem—it just poured itself out.

The following morning, one of the girls handed me a paper. "I wrote something last night I thought you might like to see," she said. "It's about Life and Youth—the sort of thing, I guess, that you've been wanting us to think about all year."

"I wrote something, too," I confessed.

"May I read it?" She took it along to the library with her. When she came in to class, she said: "It's beautiful. About everyone in the library read it. Won't you read it to the class?" They listened quietly and thoughtfully. Someone asked for it again in the next class. That was the beginning of a surprising demand for copies.

At the time, I attributed the popularity of the poem to the power of tragedy itself and to the fact that so many people had known and liked Jack, but at the close of the year I began to wonder if what I had felt so intensely and had tried to express was really "getting across."

"What literature that we have read this year has meant most to you? Why?" This question in American Literature brought a most surprising answer. One of the boys, to whom poetry and literature had seemingly meant little and with whom I had struggled, said:

"That which has meant the most to me this year was your poem, because it helped me to see how poetry and literature come to be written, how they grow out of life. All literature means more to me now, and I try to see what experience of the author's might have made him write it and what he

might have to say to me. That poem seemed to be written just for me, although I know it wasn't. Oh, I don't mean that I'm a reckless driver—I'm not; but it surely hit me in other ways—seemed to be talking straight at me. It opened up a new viewpoint on life. I think maybe I'll go on to college, and if I do, I won't try to avoid literature the way I used to but will try to see what it has for me."

The following is what I wrote:

I remember you, Jack, when you first came into my class—a dark-haired lad, with a winning smile. You did not talk much, yet you had a good mind—shy, perhaps, but you would make your mark. I liked you. Yet even then you kept me at arm's length, somehow, as if afraid to be friends, and I wondered why. Was it just that I was a teacher and, school-boy like, you were afraid to break the barrier? Afraid? Why?

"Jack, why do you think Tom Winwood was called 'Allison's Lad'?" I asked.

You were silent, hummed and hawed a while, then said, "Don't know."

"But you must have some sort of idea—if you read the play—"

"Didn't . . . not interesting!"

"Not interesting, Jack? How can you be so certain if you have not read it? It was a little hard to understand, perhaps, but—Tom was a lad like you, Jack, full of the love of life and adventure. Taken prisoner by Cromwell's men, he gave his promise to abide by the rules of parole. He broke that promise and had to pay the penalty—but he paid it bravely, for he was *Allison's Lad*, the son not of a cowardly father who died with a bullet in his back, but of a courageous, high-principled mother. Nothing is more fascinating than to see a boy in action, see the mistakes he makes, the triumphs he achieves. A good play is a cross-section of life, better than the movies, even, because it is truer. Such plays are patterns by which you and I can cut our own lives. Not interesting, Jack? Try again."

And then came the essays.

"Jack, what do you think was the real cause of the Titanic disaster?"

"Don't know. Why do we have to read such junk?"

"You mean you don't want to know what caused such a tremendous loss of life, that you don't care? What usually causes accidents, Jack? Think of the one you know—like the Boston night-club fire,—or the 'Doodle-bug' disaster. Were the causes of these tragedies the same as that of the Titanic?"

"Didn't read the essay—not interesting."

"But knowing such things is important, Jack,—important to civilization and progress, important in just everyday living. Mr. Lieberman says that reading essays is a sort of mental 'setting-up exercise', so we can develop the ability to think straighter and understand; so we can meet and solve our own problems better. True, things are more appealing to us if they are interesting—(a meal somehow tastes better if it looks appetizing,)—but things can *become* interesting to us, Jack, when we see their bearing on our lives. We must *train* our minds to see such relations. Reading essays can help do that for you."

"But why should I read them if they are not interesting?"

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"Is it interesting?"—the one criterion by which you and your fellow-youth judge value; "not interesting", the death warrant to that which would find access to your lives!

Not interesting! But the race you and your friends and the sailor ran Sunday night was interesting, Jack. You could see that! Feel it! Thrill to its excitement as you sped down the main streets of the city so fast the people and cars you passed flashed by like a film that was run off too fast. That was interesting! A red light? Who cared? It was way past midnight—no one would be crossing. Anyway, you couldn't stop for a light! If a car was coming, it would have to run its chance. You'd dodge it! A few handicaps would lend spice to the race, make it more exciting—more interesting!

* * * *

And now, Jack, you and the sailor and the other lad lie in uninteresting graves, quiet bits of earth upturned where not even grass has yet grown. I can hear the tears flowing of those who loved you, who tried to warn you and worried over you, who dreamed your dreams with you. Do you hear them too, Jack, and wish that you had listened? And did you win the race, Jack? I forgot to ask . . . The cars were so badly smashed, yours and the others that had started across on the green, that you could hardly tell one from the other; so jammed together and hopelessly wrecked, yours and the sailor's, that police had to use acetylene torches to break them apart. But I remember you, Jack, you and your smile and your cocky youthful assurance that only what was interesting to you had a place in your life.

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Where and how did I fail you, Jack? Could I have reached you in time? If you can hear me now, Jack, let your words spring upward from that quiet grave like blades of grass or dandelions after a rain; like wind in the night—or hailstones—to trouble my sleep.

Tell me, Jack, how can we reach them, the Young, secure in their own convictions? How can we reach them in time, Jack, to teach them when they will not listen, show them when they will not see? Your words, 'Not interesting', and shrug of the shoulders carried far more weight than mine, for you were of them, even though you were blind and could—or would not, see. Yet today they are seeing—your friends, the Young. Today they are saying what I could not teach them—accidents like yours and the Titanic are born of mental blind spots, Jack, and care-

lessness, and youthful recklessness and confidence.

Everywhere I hear them saying, "Fools! Driving fools, they were! Did you ever see the way those kids used to take corners on two wheels? Ever hear them boast of the accidents they just missed? He was a fine chap, Jack, but reckless as they make them, and he has paid."

"And all of us must pay, too—. 'No car tonight, son. You'll just have to walk—no more joy-riding for high school playboys."

Oh, yes, I hear them talking, your friends, the Young.

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Education is the process of learning to solve our problems without paying the price you paid, Jack. They must have their chance for life, love, and the pursuit of happiness. Must boys like you continue to die, that they, the other Young, may learn to live?

MASTER TEACHERS I HAVE MET

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SENATOR George W. Norris in his autobiography, *Fighting Liberal,* tells of attending two colleges in his native state of Ohio. In these reminiscences, which he dictated not long before his death, he devotes but a few hundred words to this phase of his life, saying nothing about what these years of formal study meant to him, and not mentioning a single one of his teachers or giving any intimation that what he learned was of particular significance to him.

In the story of his life, *Where My Caravan Has Rested,* the late Burris A. Jenkins, the distinguished Kansas City preacher, devoted a chapter to his years in college, but made the following comment: "The little college, no doubt, did much for me, and the four years I spent in it must have matured and in some ways toughened the fibre of my mind. I do not, however, remember a single teacher there who proved more than mediocre."

Thomas Carlyle in *Sartor Resartus* in referring to his early teachers was, as might be expected, considerably more scathing. "Hide-bound pedants", and "inanimate, mechanical gerund-grinders" were two of his descriptive epithets. Of his college professors he graciously remarked, "The hungry young looked up to their spiritual nurses; and for food were bidden eat the east-wind." But, for such strictures, we do not have to go to books alone. At a teachers' institute in the Middle West, a highly intelligent young woman told me that she felt that she had never had a real teacher. The same year I heard a brilliant college professor, who had traveled the usual road of preparation, including an especially complete graduate training, make the statement that, as a student, he had come into contact with but two men who deserved to be called teachers.

I am glad to be able to make a more favorable report of the teachers to whom I was exposed. Without difficulty I can recall a dozen, or more, competent ones and several who have made contributions to my life for which I shall always be grateful. Far be it from me to deny that I can also remember courses which, as far as I was concerned, were nothing but a matter of going through empty motions, and teachers from whom I never received an idea. These, though, are a decided minority. And in such cases the fault might not always have been that of the teacher.

The high school from which I graduated the first year of the present century was small, ill-equipped, and under-staffed, but it gave me the high privilege of coming into contact with one master teacher. He was the superintendent of the schools of the town, but usually had to teach a class or two. As a rule, there fell to him those subjects which nobody else on the faculty of that particular year could manage. Occasionally, he had the good luck to get a chance at history and civics, which he loved. He had come to his educational work, as he afterwards told me, with "small capital." Year after year each Saturday saw him attending classes in the university thirty miles away until, well on in middle life, he received his master's degree.

As I try to analyze him across the years, I doubt if he was a man of quick mind. What he learned was the result of hard plodding, but what he knew, he knew. Occasionally he lent me books from his own library, and the well-marked pages impressed me as having been worn thin by much study. He never accepted half-truths or hazy information. Yet this thoroughness and insistence upon clear thinking was not his only strong point. In some way or other, he made history live. One of the means by which he did this was by connecting the events of yesterday with those of today.

He aroused within some of us an interest in current events which has continued more than forty years. He also had unusual skill in associating local history. Valley Forge was just across the hills and farther down the Brandywine was Chadd's Ford where Washington's army was defeated by the British and their Hessian hirelings. I cannot see how anybody who had sat in his classroom could fail to be interested in the history of any region in which he might find himself.

Another man who has loomed large in my own life as a student and teacher was my professor of German in college. In a day when the requirements for college teachers were not so definite as they now are, he was just out of the university with a brand new doctorate and all aglow with enthusiasm. Although he was competent as a teacher of the elements of the language, he was a humanist rather than a grammarian. What he touched had the spark of life. Through bringing us into contact with Goethe, Schiller, Heine, and Lessing, he enlarged our horizons. I discovered Greek literature through the German. It was by means of his teaching of *Iphigenia* that I had my first contact with the Greek drama, which I have periodically been reading ever since.

This master teacher had the faculty of arousing intellectual curiosity. At a time when the college library was a deserted place, because reading lists, term papers and other similar devices for compelling uninterested students to read had not come upon the scene, he managed to inspire some of us to make trips to those lonely, book-lined precincts. On my desk just now there is a worn copy of a little book entitled *Primer of German Literature* (Conant) which I bought in 1905 so that I could look up the occasional allusions to German literature which came up even in a course which primarily dealt with grammar and vocabulary.

Valuable as were the by-products of his classes, it must not be thought that this teacher was a rambling time-waster who touched upon divers subjects and taught nothing. Neither did he limit his scope to a narrow field. As he taught German literature, there would naturally now and then be references to the great writers in English, Greek, or Latin. Many of my interests of today could without a doubt be traced back to that classroom. All through the succeeding years there have been very few days in which my mind has not gone back to it. And I am aware that I have never taught a class in which my own pedagogy has not been influenced, usually unconsciously, by that of my teacher of forty years ago. Today he is a college president, but to me his throne of power will always be in the classroom.

Then there was my teacher of philosophy and psychology. My outstanding memory of his pedagogy is the great care which he took to let us know what he expected of us. All of us have seen classes which could be described in the words which somebody has said should have been the motto of Margaret Fuller, "I don't know where I'm going; follow me." Here the procedure was just the opposite. There was no excuse for any student's becoming bewildered. A well-marked path loomed straight before us. This method would not appeal to those who believe that a student should be thrown into a subject, "sink or swim, live or die, survive or perish." Yet those who sink are not taught, and teachers have no reason to be proud of situations in which they have failed.

In this classroom a decent respect for sound thinking was inculcated in us. I was reminded of the general approach long after when I read that William Graham Sumner of Yale summarized the right attitude toward a new fact or idea through three questions: "Is it true? How do you know? What of it?" Philosophy may not be for everybody, but some of us learned more or less about it, although it is doubtful if any of us became philosophers in the technical sense of the word. The majority of us, however, did learn that in facing any question it is necessary first to get the facts and then to utilize them according to the laws of correct thinking. If we had obtained nothing else from these classes, they would have been of high value for this reason alone.

The next master teacher who comes into my mind was a college teacher of history. In this generation the college classroom is closed to a teacher of this type. He was what today we call "untrained". Until he was past fifty his career had been that of a preacher and in that profession he had won no small degree of distinction. If courses are to be judged alone by the heaviness of the demands which they make upon the time and energy of the student, those which he taught would not be rated as high as some others. But this is only part of the picture.

He was born in the year of the accession of James K. Polk to the presidency, and from his youth, had been a keen and intelligent observer of the course of events. He had lived through a thrilling period in our nation's history and, especially in his native New England, had had rich contacts with men and events. In addition he possessed an exceptionally retentive memory and unusual power of expression. His expositions were clear and his narrations fascinating. Even chronic wool-gatherers found it hard to avoid paying attention in his classes. Some of these learned history in spite of themselves. The pleasure which I have personally had through the years in reading biographies of public men I credit primarily to the infleuence of this cultivated New England gentleman. And one of the by-products of his teaching was that it brought us into contact with an exact and beau-

tiful English. One day as I listened over the air to the present Chaplain of the United States Senate expressing himself in langauge that could be described as "apples of gold in baskets of silver," I saw a decided relation between his linguistic mastery and that classroom of the fast receding but ever-living yesterdays.

Another teacher who deserves mention here was the young and brilliant teacher of the political and social sciences of my college days, who, it happens, was the son of the professor of history whom I have just discussed. In spite of his being handicapped by a spinal affliction which eventually confined him to a wheel chair, he was a man of strong and attractive personality and lived a rich and active life, winning distinction as an author and being for some years a member of the Pennsylvania state senate. His skill in expressing himself, like that of his father, was in itself an education in the use of the mother tongue.

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Probably his outstanding characteristic was a contagious independence of thought. People listened to what he said because, right or wrong, his convictions were his own. Although his reading of Emerson had been slight, he was a personification of the Emersonian philosophy of self-reliance. He gave his students a confidence in the integrity of their own thought processes. To rehash the opinions of others is an easy substitute for thinking of which we are all more or less inclined to be guilty. Sometimes even yet when I find myself absorbing the prejudices of the crowd, my mind is braced by the rugged independence of this man whom I once faced in the classroom.

It has been epigramatically said that most of us have had three kinds of teachers: those whom we forget, those whom we forgive, and those whom we remember. As I mention five of the last group, I feel some compunctions of conscience as I think of others whom I also remember with gratitude. Although many truthful criticisms may be made, there is much good teaching being done. With one exception, those whom I have discussed have been on the college level, but this does not militate against the fact that some of the best of American teaching is being done in the earlier stages of the educative process. Teaching is teaching, and there are certain principles which are applicable wherever one person is given the responsibility of guiding, broadening, enriching, and deepening the intellectual life of another.

JOHN HOWARD, PHILANTHROPIST

FRANK M. RICH

"AND the Lord spake unto Moses: 'Thou shalt not wholly reap the corners of thy field. Thou shalt leave them for the poor and for the sojourner."

Our school historians have obeyed this injunction so well in biographical fields that we still find lush corners, which, like those tactful charities of old, not merely satisfy the sojourner's need for nourishment, but also bring a heart-warming delight of independent personal discovery.

List the greatest figures in world history, and rank them in order of merit, according to their emulative appeal to men and women of ordinary life, and it is surprising to see how many top-notchers—Siddhattha Gotamo, Asoka Maurya, St. Francis of Assisi, John Pestalozzi, Johnny Appleseed — are rarely mentiond in school work.

Far be it from us to add any more required biographies, or required anything else, to the already overstuffed curriculum. But if the way could be opened for occasional students or student committees, here and there, to discover some of the ungristed corners for themselves and pass the word to others, we feel it would be a real service to activated social science work.

One such biography, full of all the adventure, heart appeal,—fortitude and triumph which characterizes a great hero of service, is the story of John Howard, father of prison reform and the scientific study of delinquency.

Now when every voice and every pen trembles with indignation at the spectacle of Jap and German prison atrocities, it may be interesting to glance backward two hundred years to an age when practically all prisons were as filthy, brutal and pestilential as the worst of these, and the most pathetic appeals scarce moved the politicians of the time to consider their correction.

The long, hard struggle for penal reform runs back to an adventure of John Howard's during the Franco-Prussian war, when this great philanthropist, thinking to bring relief to the victims of the Lisbon earthquake, was siezed on the high seas by French privateers, and held with the rest of his fellow passengers in French prisons, till their friends in England could buy their release with heavy ransom. This was the way war was waged in 1756.

The unspeakable cruelty, filth and corruption that Howard encountered impelled this young Fel-

low of the Royal Society to suspend his research in medicine, horticulture, meteorology, social welfare, housing and education and devote the rest of his life to study and agitation for a more rational treatment of delinquents.

Deciding to start at home with improvements in his own county, Howard sought and won appointment as Sheriff of Bedford, and became responsible for the famous prison where John Bunyan wrote *Pilgrim's Progress.* Howard found plenty to correct. Here were prisoners that had been confined month after month, although at their trials nobody had appeared against them. Others had not been indicted by the grand jury; others indeed had been declared innocent by the court, and yet they could not be discharged, because they had not the means to pay the jailers and turnkeys the fees that the law allowed.

Jails at this time were not primarily intended to be places of punishment, but rather a kind of walled-in boarding house, where debtors and culprits could be held till their cases were settled. The government felt no obligation to pay the prisoners' keep. That was a private matter. Jailors sometimes used thumbscrews to extort their fees; and we still hear it said of relentless collectors that they are "putting the screws on".

In deep concern, Howard urged the justices to pay jailors a salary and eliminate this imposition. The justices were sympathetic but insisted on some precedent for any such changes in common practice. To find some such precedent, Howard started a tour of the jails and bridewells of England. He found no precedent, but what he did find and expose to public view was a story of cruelty and corruption past all understanding.

At Warwick men and women, old and young, were all herded together in one room, so filthy and stifling that the prison physician refused to enter but insisted that patients be brought out into the open air. At Monmouth 39 debtors, 7 of them with wives and children, were confined in one room day and night. Three tiers of shelves around the room gave them places to lie down. In a human sty they ate, slept, breathed each others' breath, weakened and died.

Howard in his methodical way made useful notes and measurements of everything. In Plymouth 3 prisoners were confined in a dungeon 17 by 5 1/2 x 8 feet, unprovided with any light or air except what came from a 5 x 7 inch wicket in the door. The inmates took turns in coming to the wicket to breathe. When Howard entered it was the first time the door had been opened for five weeks. Chains, iron collars and heavy bars across the legs were commonplace.

Jail visitation at the time was not only disagreeable but dangerous. Fever and smallpox raged in these prisons. Contact with the filth of the floors made travel by carriage impossible, so Howard went on horseback. He had to change his clothes at every visit, and even air and sterilize his note book. Wardens did their best to dissuade him from visiting the innermost rooms and dungeons, but Howard was not to be tricked or put off. If the pestilential atmosphere was too much, he put a bottle of vinegar to his nose and took time enough to explore the worst conditions.

Howard's detailed record of the horrors he encountered, the deep underground cells, straw bedding worn to heaps of dust, rats so numerous and fierce that they gave prisoners no peace night or day, uncovered sewers running through the stone flooring and on and on, should have been enough to shock the tough consciences of the 18th century, but unfortunately the stinkers were not all in prison. It took years of persistent effort to get the necessary legislation from Parliament. Then foreseeing that political office holders would have ready excuses for not carrying out the new regulations, Howard printed copies of the law, in type large enough to be read without spectacles and sent them to every sheriff, justice, jailor and turnkey in England. Then he went about to bring personal pressure to bear in the direction of enforcement.

Howard's self-appointed task had cost him 30,000 pounds for printing and travelling expenses. In later years the government offered to reimburse him for his outlay, but he refused. His pride and satisfaction in these sacrifices for suffering humanity were too precious to be diluted.

If space permitted it would be a satisfaction to review some of Howard's unique adventures, for example, his ingenuity in gaining access to the terrible Bastille and spreading consternation among corrupt French officials by publishing their darkest secrets in his reports. In time Howard toured all Europe and the Near East collecting data, learning to combat disease and penetrating the fallacies and futilities of the old brutal retributive punishments.

The only tribute worthy of his service, and the only one he himself desired was the increased efforts of others to complete and continue his reforms. Fortunately others followed in his footsteps, notably Mrs. Elizabeth Fry, the Quaker minister, who entered the women's ward in Newgate, a "hell above ground," and within a week tamed the wild beasts so that quiet and propriety reigned. In 1817 she formed a prison association, which not only accomplished much good in England, but contributed to prison reform throughout the world.

SAN ANTONIO'S AGRICULTURAL HIGH SCHOOL

MRS. BESSIE S. BROWN
San Antonio, Texas

"IS this the witches' brew?" a surprised Life Magazine photographer asked as he watched the bubbling caldrons of lard being rendered at the Luther Burbank Vocational High School in San Antonio, Texas.

He was seeing only one department of one of the most complete vocational agricultural high schools in the United States, situated in the very midst of a metropolitan center of 500,000 people.

The raising of every type of farm crop indigenous to the Southwest, the processing of foods that grow on the great plains of Texas, can be part of the educational experience and training of any boy or girl in San Antonio.

The lard rendering mentioned above had its beginning in the assembly lines of a herd of Duroc hogs bred, raised and processed on the school's 50 acre farm. The cutting up and processing of the livestock, and poultry raising on the school farm are used as the basis of classroom work out of which come boys and even girls who enter the local meat packing plants as cutters and trimmers.

The produce of Burbank's farm tracts are sold on the open market daily. The agriculture boys take turns in getting out of bed in the wee hours of the morning in order to "make" the market and to be on hand for early buyers. These future farmers have a complete experience of preparing the soil, planting, cultivating, harvesting, preparing for market and selling their crops. All profits go back into additional equipment, improvements to buildings, buying seed, etc.

The students making up the backbone of the agriculture classes are boys whose fathers are the stockraisers, farmers, truck gardeners, and poultry raisers of the surrounding rural and suburban areas.

Other Burbank youngsters, seemingly far removed from the soil, are beginning to look on agriculture as a hobby or a secondary occupation. Perhaps in the future if the individual will need to work only a four or six-hour day in order to make a living, he will use some of his leisure in such health-building and worthwhile activities as cultivating a vegetable garden, whitewashing a hen house, tending to a fruit orchard, or caring for a few farm animals. All such activities are put into practice at the Luther Burbank Vocational High School.

"After seeing Burbank in operation, I am convinced every high school should have a 50-acre farm as part of its campus." So commented Dr. J. G. Umstattd, Professor Secondary Education, The University of Texas, when he acted as chairman of the Evaluative Criteria Committee this spring.

The statement came because Burbank school is probably the only high school in a city of a half-million population that has a 50-acre laboratory on its campus.

Originally the farm was a portion of a larger irrigated tract of land; seventy-five acres with an artesian well flowing 800 gallons a minute were bought by the Board of Education in 1936. Fifty acres are now used for the farm and twenty-five for other school activities. The $250,000 school plant, designed on the combined junior-senior plan, was built a year later.

Burbank's reputation is spreading far and wide. From South America, Mexico, and many states in the union come orders for Burbank's fine breed of Duroc hogs. The school has earned a wide reputation for the fine breeding stock it is developing. The boys raise, feed out, and show these animals in the numerous fat stock shows of the state and have won championships in almost every show they have entered.

Burbank is a leader in the production of the broad-breasted, "baby-beef" turkeys which are sold on order long before they are ready for market. Although many thousands of fryers are raised each year, the supply never meets the demand.

After the school opened, one of the first student activities was the drawing of blue prints in the mechanical drafting classes for chicken houses, pig pens, etc. The members of the woodworking and metal shops built many of the buildings for which the blue prints were drawn. Repairs to farm equipment are handled as much as possible by the shop boys. Thus close integration between departments is fostered.

As every girl is a potential homemaker, the homemaking department at the school is given a prominent place in the curriculum. Working closely with the agriculture boys and the women of the community, this department preserved over 30,0000 cans of food during the summer of 1944. Six home-nursing courses have been given during the summers. Particular attention to individual needs is made possible through home visits and conferences scheduled throughout the year.

Since business also attracts and absorbs many of Burbank's students, the school not only trains boys and girls but also places them

in desirable business establishments throughout San Antonio in the cooperative training program. Work agreements with local business men are drawn up by the school's trained business coordinators. This assures the student-trainee planned experiences designed to give him a broad picture of either retailing or secretarial work, depending on the course of study he is following. Group visits to selected types of firms, as well as discussions led by prominent businessmen who visit the classes, are designed to give the prospective graduate a better understanding of his place in the business world.

The entire school has become beautification and landscaping conscious. It is planned that ornamental shrubs and nursery work shall play a prominent part in the school's curriculum. Of especial interest in this program has been the patio which has been sponsored by the vocational homemaking department. Cape Jasmine, poinsettias, roses, azaleas, zinnias, petunias, perennial phlox, larkspur, and other native plants are planted and tended by the department club members. The patio afforded a beautiful setting for the graduation reception given this spring. All home-rooms and clubs sponsor the planting of pecan trees—the best shade trees for this section.

Many prominent people in educational circles have visited the school these past few years. Among these was Dr. J. A. Sexston, Superintendent of Schools, Pasadena, California. In 1940 he remarked, "If I were going to steal something from San Antonio, it would be Burbank High School. Then I'd have the educational problems of some 1600 of my boys solved."

Included in the all-around educational plan now in operation at Burbank is the usual offering of basic academic subjects. These prepare a small percentage of Burbank graduates for college entrance and give all the others a background in English, the social sciences, music and art. The band is making great strides as the six year program enables the director to guide and train the members of his group to a high degree of proficiency and excellence. The football team won the district championship in 1939.

Plans for expansion include an enlarged shop program, an improved agricultural building, band rooms and an athletic building.

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Many of the smaller surrounding rural schools in the country take the students through only the 7th or 8th grades. Such students are attracted by the curriculum Burbank offers. It is foreseen that in the future the school will truly become a comprehensive high school in a larger sense of the term, in meeting the educational needs of the youth and adults of the community.

A VISITING TEACHER'S VIEWPOINT

LILLIAN FINCKE
Visiting Teacher
New Orleans, Louisiana

YEARS ago when we were children we played a game called, "Would you rather?" that went something like this—"Would you rather be on the inside looking out, or on the outside looking in?" Without further explanation you made your choice; that decision was important, for later you might be told that you had chosen to be inside a palace lined with gold and silver, or within bare prison walls; you might find yourself outside gazing in at any asylum or at a lively Christmas party; you might be free to follow nature's guidance within a chocolate shop. One thing was sure—no matter what you chose, you always felt curious about the other.

It's strange to find your mature self in much the same situation, when after years of being on the inside of a classroom teaching job, you are transposed to the outside looking in—by means of visiting teacher work. For a while the change is bewildering, almost like reversing field glasses without moving your glance from the object in focus.

That change of perspective is of first importance in moving from classroom to visiting teacher work. To a regular classroom teacher, her individual school is the center of her universe; other schools exist like planets moving around the sun, known, named, but far off and vague. Conditions in her own school determine her happiness; the slant of its techniques and methods makes or mars her professional fitness. A Visiting Teacher, on the other hand, deals with, not one, but many schools. True, the individual school may be good or bad, rich or poor, cooperative or not, cases may spring up overnight in some, never appear at all in others; some groups help, others hinder. But the Visiting Teacher sees and evaluates them all from the outside, is able to balance one against the other.

Principals are no longer omnipotent beings, gifted with second sight and mysterious powers, as all too often the classroom teacher sees them. To a Visiting Teacher they are people with problems, working toward a solution of some kind, but needing help, advice,

professional corroboration, or merely a shoulder to cry on.

The teacher herself looks different. One who keeps order, manages to be a good salesman, turns out well-drilled pupils, is considered a welcome addition by any faculty; the one who is in a constant state of confusion about her ranks, records, and subject matter—so that her classes seldom even glow, much less shine—is usually accepted as a necessary evil. Even a first year Visiting Teacher can realize how unimportant teaching word lists or the seven times table is, compared to a real understanding of the child as a person instead of merely an intellect. The classroom teacher of necessity considers the group; the Visiting Teacher the individual. Probably each could profit from a study of the other's methods; surely a knowledge of each other's problems would help each group.

Inside a school building, the teacher sees each child as a mind to be taught—too often overlooking other all-important factors. Part of the Visiting Teacher routine is to check physical and mental equipment, home conditions, emotional and social adjustment. In so doing she sees the child as a person, his mentality one small part of the whole.

To the teacher one day is like another, all equally important. If Johnny is bright and receptive and learns well on Tuesday, he should learn as much on Wednesday, and Thursday, and Friday, or be penalized for it. But a Visiting Teacher, one who knows that Johnny and his mother spent Wednesday night in an auto, while they listened to Papa's drunken rampage inside the house, can explain why Johnny is dull and apathetic on Thursday, why he needs sympathy instead of punishment.

Some of this may be due to the attitude of the home; somehow parents are unwilling to reveal true conditions to the child's teacher. No matter how understanding she is, her visits or questions are often met with restraint or an indefinable antagonism—defenses against expected blame. To the Visiting Teacher, on the other hand, parents usually talk freely, apparently welcoming a chance to discuss their problems. If there is suspicion at first, it disappears as the Visiting Teacher accepts the person, if not his conduct. Is this because the Visiting Teacher is a comparative stranger? Is it due to her training in interviewing? Is it because she faces a different responsibility from the teacher's?

Special classes and adjustment schools, to the regular teacher, seem a universal panacea for all problem children; all that is necessary is to get them in. A Visiting Teacher realizes that these classes, theoretically sound, are by no means a final solution for childhood ills. They can be helpful or harmful, restricting or liberating, because they are handled by people, and reflect those people's strengths and weaknesses. Too often both teacher and Visiting Teacher merely transfer a problem instead of solving it.

In the classroom the teacher can become unnerved and upset by the constant irritation of maladjusted pupils. It is easy for the Visiting Teacher, from the outside, to feel superior and calm; were she on the inside, concerned with thirty plus, instead of one, she too might become tearful and over irritable, with a tendency to think in terms of details of daily routine.

It is the unusual school (and principal) which provides a chance for a teacher to talk out her problems; regular conferences form an accepted part of Visiting Teacher work. While it is easy to judge the value of concrete practical suggestions made at these times, there is no estimating the intangibles—the sympathy, understanding, guidance, and inspiration that result from such conferences. A teacher on the inside looking out often says she gets help just by talking things over with a Visiting Teacher on the outside looking in. It is interesting to wonder what benefits might come from a principal-teacher conference scheduled as regularly as the Visiting Teacher's are.

Teachers, even in the so-called democratic schools, seldom have a real voice in arrangement of policies, standards, etc., and more often refuse to take advantage of these opportunities when they do exist. Visiting Teacher work (judging from my own limited experience) seems to be more cooperative, tends to help the individual develop in her own way, but includes each one in formulating plans, techniques, etc. To a great extent, teachers by training or inclination tend to standardize; social workers, including visiting teachers, to be individuals. A comparison of any teacher and social work convention group will prove that.

Even the vocabularies used by those on the inside differ from those on the outside. Teachers say a child has a low I.Q.; social workers speak of his being limited. Terms like "maladjusted", and "emotional disturbance" heard frequently in Visiting Teacher work, seldom occur in the teacher's records. Both look at the same problem; they see and describe it differently. A classroom teacher has the short view, with necessity of producing immediate results; the Visiting Teacher looks for long term values.

A knowledge of actual teaching conditions is of invaluable help to a Visiting Teacher. Classroom teachers would profit as much by the broader experience of Visiting Teacher work. Somewhere along the line—in teacher training or in the probationary years, every teacher should be required to undertake such work to realize that there is more to a child than shows in the classroom, that like the iceberg, the 7/8s below the surface is more dangerous than the 1/8 visible. In such Visiting Teacher service, the teacher would see some ugly as well as some fine things, touch on some of the sordid conditions of life, find some unpalatable personal traits, but she

would find herself learning from that contact with human nature. She would come to see the child trying to build up a life pattern from the materials within his reach; she might possibly furnish him worthwhile stuff to build with. Such an experience could change her whole outlook on teaching, people, and life itself. At least it would prevent the pain of an ingrown personality.

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Should a Visiting Teacher return to the classroom, she must inevitably take with her a changed outlook. Her acceptance and understanding of people would influence any teaching she did—whether it was long division, Shakespearean drama, or modern poetry. She would have learned to make allowances for the individual, to build up his strengths and to tone down his faults. With or without her consent, winds from the outside would blow through her room, re-vitalizing the work within.

WHAT HAPPENS TO CHILDREN WHEN THEY READ

MAYBELL G. BUSH
Supervisor of Elementary Education
Madison, Wisconsin

A teacher who has given diagnostic tests and individual and group instruction to her middle-grade class in reading, asks, "What more can I do? Over half my group are indifferent to or below grade levels in reading, even though we have new, varied and especially attractive reading and other text materials. *Nothing seems to happen to these children when they read!*"

All will agree that in the lives of too many children, little or nothing does seem to happen when they read. This is why they cannot use what they read, and why they do not like to read for fun or to learn more about things in which they are deeply interested. Such children usually crave the movies, the picture sections of the Sunday papers, comics, and radio programs.

Suppose we consider the question: What *should* happen to children when they read? This can doubtless best be answered by a very thoughtful step-by-step analysis of what happens to you or to me when we read varied types of materials for various purposes. It is the writer's experience that there are only two basic processes that together are the foundation crux of the art of getting meanings through reading. These seem to come without conscious effort to a few children. However, for most children these "ways of thinking" have to be learned through hundreds, not dozens, of one-step-at-a-time guided experiences.

The first of these two essentials is the *seeing of images back of words and phrases.*. To illustrate this procedure, take any simple descriptive sentence, paragraph or short stanza of poetry and read the words slowly. Just what happens to you? What can you shut your eyes and see? Hear? Feel? Read the selection through again. Intensify your impressions. Take time to put in all the details and to realize each one clearly.

The second indispensable process in realizing meanings while reading is the *putting of ideas derived from images into relationships.* To illustrate this interacting thinking that must go along with imaging, let your memory and imagination work together on the selection in hand. Compare and contrast this word picture with other mind pictures that it suggests. Think of actual places where similar scenes might exist in reality. Compare and contrast your word picture with these. Shut your eyes and see, hear, and feel it all again with its added relationships. This has taken time and it has been accomplished from an adult background immeasurably richer than that possed by children; but imaging is the key that unlocks the doors of meaning in a large part of the reading done by children. This is what enables the reader to identify himself with the content being read. Every single word has a part in the total meaning, and each word must be significant to the reader.

In all recognized comprehensive professional books on the teaching of reading, pupil guidance is implied. For some reason or other, however, too many children do not gain ability as they should. If in her own daily preparation for teaching these two fundamental meaning getting procedures are consciously experienced by the teacher, it should be possible for her to make them happen for the pupil.

If the teacher practices enough herself in consciously analyzing the building of meanings from various selections she will have a basis for teaching the "how" of this art to the children. She must remember, however, that no two of her pupils have the same experience background for imaging, or relating ides. Herein lies the great joy of co-operative enterprise.

A typical sentence read by a group of children can produce a jig-saw puzzle of isolated images. These can be synthesized effective-

ly through comparison of ideas, research to get facts out of which to make a valid picture, such as reference to John's last summer vacation, to Mary's postal card received from her aunt, and by Peter's recall of a picture he saw in a book, his success in finding it again and showing it to answer, "What are 'four-o'clock'?"

It is obvious that one such class or group exercise takes much time —perhaps more than the daily period regularly allotted to reading; but used often enough to teach this foundation for reading, it is time rich in permanent values to each child who needs this basic training. Experience has shown that even the gifted readers in the class need some of this practice, especially those who tend to have only a few highly developed reading interests. After several word, phrase and sentence imaging experiences have been actually carried on slowly enough for every child to really catch the "ways" of making words help him to see mind pictures, expand his ideas and put them together in many different relationships, plenty of opportunity may well be given to groups of children to read together. Under their own leadership a group will build meanings as richly as they can; and then they can exchange ideas with other groups.

As soon as the children show increasing interest when they read and discuss short descriptive selections close to their actual experiences, it is well to work with narratives that move in a rich environment. Here, again, it is essential that the teacher school herself in the one-step-at-a-time process of imagining the surroundings and the characters while the action of the story moves on so rapidly that it alone could hold full attention. In other words, try to see a complete movie while looking at a printed page. Just how do you do it? How much do you miss? Do you wish to catch it all? Is the plot all you care for? These are the questions that set the pace for the reading. Full meanings require slow reading with much "time out" for thinking.

After the teacher has envisioned a simple story—set for example, in a former era or in a far away clime,—she is ready to help the children do the same thing, but not before. Because teachers are adults they do many things unconsciously. As has been intimated, the children must be helped to do one step at a time. This is a fact that every teacher forgets every day. The oftener she remembers that young children do not readily grasp "the long ago" or "the far away" because they are creatures of "here and now," the better teacher she can be. Whenever the bounds of experience are exceeded, many new interpretation problems confront the young reader. The teacher's early resort in helping the child to get images and relationships, is usually to the use of pictures.

Then we learn that we have not done very much to teach children how to read pictures to get meanings. We have taken for granted that children sense the third dimension in a picture and that they see what we see when we look at the same picture.

In one school system, a cumulative organized training in picture interpretation was worked out through the elementary school. "Tru Vue" and "View Master" three-dimension pictures were provided, as well as the more common stereoscopes and stereographs. These were used along with the corresponding two-dimension pictures so that the children had repeated opportunities to build up experience backgrounds in really grasping the third dimension in ordinary pictures.

When using pictures, even after children are able to interpret them, it is essential that wisely chosen collections rather than single pictures be used. The pictures library is one of the most essential parts of any reading program and every pupil and teacher can have a part in making it a most

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valuable asset in getting meanings. Worldwide news is accompanied now by pictures than can never again be so easily obtained; and often collections can be secured from returned service men that will open up the wonders of the world to children.

It is assumed that every type of visual aid that can be secured will be used to help children create for themselves accurate, complete images because these alone are the initial substance of the growing meanings; namely, the constantly increasing number of relationships that can be centered about each imaged idea. The far-seeing teacher keeps always on the alert to ask the question that will bring out a new relationship, perhaps most often using comparison and contrast with knowledge already in hand.

Some of the other obvious relationships that children must be helped to use constantly as a way of learning are applying sequences such as those of time, growth, distance, and magnitude; classifying and grouping according to common qualities; figuring out cause-effect or effect-cause connections; making tentative inferences; supplementing the author's thought by letting a train of the reader's ideas follow one after another; associating things that belong together or are usually found together; and thinking from general ideas to specific instances or from the specific to the general.

At all times one learning principle, too often forgotten, must be made the center of planning reading experiences. It is that everyone learns to do by doing. Children learn to think by thinking, they learn to image by imaging; they learn to see relationships by actually "putting two and two together" themselves and expressing the relationship in their own words.

Another angle of this learning by doing that is responsible for much lack of success by pupils is the assumption that because Arthur sees and states the full meaning so closely, Alvin, Barbara and all of the others in the class grasp it as thoroughly as Arthur does. This oversight accounts for many of the rather pathetic "boners" that are innocently recorded on their examination papers by pupils. They had never had the chance before to show their teachers that some false ideas with ingeniously improvised relationships had come out of *what happened to them when their class read.* No one expects that every child can have a chance to express himself in some way that reveals his knowledge of every meaning to which he is exposed in his group experiences in school. However, there are ways already mentioned through small pupil-group activities to increase the amount of pupil expression during or following reading.

With all of the new interests and urges crowding the school day, we must not neglect those fields of reading that bring release from strain and worry and that support faith in a better future for all men everywhere.

This is the challenge to our schools: Wider and better readers ready to live in a better world.—*Reprinted from "Teachers' Service Bulletin in Reading," Macmillan Company.*

Citations: A Spur to Student Effort

RANDALL R. PENHALE
Principal, Plymouth High School
Plymouth, Michigan

PERMANENT records in secondary schools have for years been merely documents wherein teachers and office clerks have indicated a student's grades for each semester, his examination mark, and the average for the year. More recently the CA 39, with its larger size, has provided ample space for not only this data but also such valuable detail as percentiles on achievement tests, rank in class, church affiliation, other schools attended, hobbies, part time employment, plans for future education, etc.

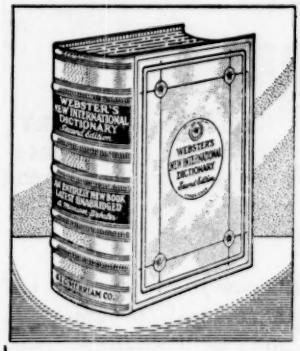
An innovation at Iron River (Michigan) High School has been the inclusion for the past two years of what have come to be known as "citations". Time has proven that in many instances employers, registrars, and even parents considered these citations more indicative of a pupil's potentialities than his marks in algebra or history.

What is a citation? It is a brief, carefully worded statement of a teacher or administrator relative to a boy or girl with whom he has come in contact in school life. Attitudes in class, observed actions in corridors, lavatories, on the athletic field, in a school play, or in fact in any place where it can reasonably be assumed the school has some jurisdiction, have been included. Each teacher is asked to bring his observations to the office where they are typed on the permanent records. To insure the value of comments and to give them maximum value, instructors are limited to a total of ten citations. (Our school enrollment was 385, and larger instituitons might want to increase the limit per teacher slightly.) The value of a citation program is, obviously, in its selectivity and brevity of statement.

Typical citations were these:

"John has splendid moral character, shows poise as a public speaker; excels in piano.

"Harry is an indefatigable worker, always cooperative, has won



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BUREAU OF PUBLICATIONS
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tuition scholarship to University of Michigan.

"Marcella is the most brilliant pupil I have ever had in mathematics. Does well on the cello and is active in 4H canning projects.

"Jane was one of two in Michigan who won the Pepsi Cola full scholarship and expenses for 4 years in college. Did this despite many farm duties after school.

"As president of student council, Arthur showed tact and initiative," (said one teacher). A second cited: "Arthur was my faithful assistant in the chemistry laboratory. Am sorry he is graduating!"

As indicated in the last example, many pupils were cited by more than one teacher, and the cross section of opinion concerning one individual was of inestimable value. Frequently, too, a pupil who was doing poor work scholastically was pointed out as having potentialities not closely associated with academic life. It is interesting to note that for all types of citations, in 1944-45, only 91 of 385 students were cited at least once, 18 twice; 8 three times; 3 four times; 1 five times; 2 six times; 1 seven times; 18 twice. The value of the program, now in its second year, increases for the individual pupil inasmuch as he has an opportunity during each of his four years to earn a citation.

▼

Students themselves were interested in the program, as evidenced by their appearance in the office to read "what teachers said about me." At an assembly program in May of each year, the names of pupils cited were read. Typical citations were read to the entire student body, but not identified as to the pupil to which each applied.

As shown in the examples, only citations of positive value were contributed by teachers. We feel this is as it should be because, fortunately, many of a pupil's negative idiosyncracies wear off as he advances into mature life. It would be unfortunate to blacken the permanent record of a boy or girl whose mistakes are those of inexperience, typical youthful thoughtlessness, or the inability of a teaching force to assist in the proper development of a pupil so that he will exemplify commendable qualities.

▼

The keynote of the citation program has been to give needed buoyancy to the ability of a teacher to see more of a youth's good qualities and potentialities than are otherwise noted in the average secondary school.

BY WHAT SHALL WE MEASURED

CURTIS G. GENTRY
Director of Guidance
Knoxville, Tennessee

THE same American philosopher who said, "Hitch your wagon to a star," also admonished us that "The world belongs to the energetic". This practical idealism has made America great. We can *do* as well as dream.

More than any other person, the teacher must be idealistic and have the ability to make her dreams come true. She has the almost impossible task not only of helping the pupils acquire knowledge but the more difficult responsibility of teaching them how to use that knowledge.

What shall it profit a student if he gains all knowledge and knows not how to use it? Teaching students to understand is as much our duty as teaching facts. And if we teach only facts and not understanding we shall certainly be found wanting. For the fruits of our teaching lie in the success of our students, their ability to solve some of the perplexing problems of daily living.

One weakness in our technique is our failure to make the lesson a motivating force in the student's life.

What shall it profit a boy if he knows how to work quadratic equations, but does not keep his personal accounts and obligations in order? What shall it profit a girl if she learns to sing like a nightingale but does not know how to keep her domestic affairs from running into tragedy? What shall it profit a boy to be able to make the finest precision instrument, if he does not know how to get along with others and cannot keep a job, or if he keeps it, does not receive promotions?

Our young people should not be floating around in a sea of facts with little sense of direction, unreliable, unstable, and lacking in the personal qualities of courtesy, steadfastness and the other fine virtues.

The secondary schools of tomorrow will be more than ever judged by their training for good citizenship. Today we are too often lost in a maze of unrelated, unorganized and undigested material. Subjects are an end in themselves and are not used as a means to an end.

Which is more important, for a boy to be able to give us the details of President Coolidge's administration, or know something about the psychology of human behavior so that he may be able to realize the full use of his talents? A little more about Coolidge the man and what personal qualities contributed to his rise to the Presidency is more important to know than most of the events in his administration.

Some teachers are very successful in teaching individuals. There are four types of instructors; first, the teacher who is very much in love with his subject and is able to get his students to learn that subject fairly well, but is indifferent to the human element and does a poor job in building citizenship. Another teacher may do a fine job in teaching citizenship but a poor job in getting his students to acquire a mastery of the subject matter. A third teacher is not able to do either. There is a fourth teacher who is able to teach in such a way that the students acquire a great deal of knowledge of the subject matter and at the same time are receiving effective instruction in citizenship. It is the latter that all of us should emulate.

We all know that the world has made phenomenal progress in science and in mechanics. But there is a question in the minds of some as to whether or not there has been any improvement in human behavior in 5,000 years.

I, for one, believe there has been improvement, and I am fairly convinced that there can be a great deal more. The precepts of moral teaching have undoubtedly made a better world, in spite of the fact that the Germans and Japs behaved in the war like barbarians. Generally life is much better, safer, more wholesome, and people are usually more charming in their manners and more considerate of others, but in the study and control of human behavior, science has only made a beginning. The teacher of tomorrow must be a philosopher if we are to build better citizens and prevent civilization from destroying itself.

Your community is a small speck on the globe, and, according to the philosopher, life itself is only "a brief and discreditable episode on one of the minor planets." A boy under our instruction may be just another human being, but he is certainly important to some mother; and that mother wants him to learn to make a good living, and be happy.

The greatest teacher of tomorrow will be the one who becomes infatuated with the subject of why pupils behave as they do. There is a short poem in *Spoon River Anthology*, by Edgar Lee Masters, which impressed me very much as I read it nearly twenty

years ago. In this literary work, people are speaking from the grave. The particular person in the poem was a simple fellow on whom all the boys played innumerable pranks. One time they got a magnet and put it in a barrel in the blacksmith shop. As the simple fellow entered the shop, he saw horseshoes crawling toward the barrel and to him it looked like a strange and mysterious performance. They laughed at him. Yet from the grave, this same village simpleton spoke to them philosophically. He told them that they did not know any more what moved them about Spoon River than the horseshoes knew what moved them towards the barrel.

Let us apply this to the behavior of students. Some of them never knew any more about why they act the way they do than the horseshoes know why they are attracted to a magnet. Back of their action are a home training, or lack of home training, and cercertain inherited tendencies or environmental influences which make them what they are. Any boy is a mysterious and complex piece of machinery, much less understandable than the most intricate piece of mechanism invented by man. The average mechanic will tell you why an automobile will not run or why it runs the way it does. But the greatest philosopher has never learned the mysteries of human behavior. Then how can we as teachers expect to force our subject matter into the minds of each student according to a set pattern without any consideration of his highly individualistic personality?

I know all of these are intricate and difficult problems for us to solve. But we have some encouragement. The right kind of teaching has shown us, that some lives can be rehabilitated in the classroom by the understanding and patient teacher. Some teachers have taught us that if we first get hold of the life of the student, and work hard toward developing the right kind of attitude, then it is much easier to teach the subject matter. The wrong kind of teaching has shown us, that if we try to teach someone whose attitude is wrong, that teaching is usually in vain.

The teacher must be too big to develop and harbor prejudices in the classroom, for the attitude of the teacher must be right before she can teach right attitudes in others. She must have compassion and sympathy. She must realize that there is probably some direct approach to every human heart, and work to that end.

Then by what shall we as teachers be measured? We shall be measured, in the schools of tomorrow, by our ability to understand the problems of our students and to teach them effectively according to their individual needs.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

N.E.A. Shoulders Big Task

The following four paragraphs are excerpts from a circular letter from Dr. Willard E. Givens, Executive Secretary, and Dr. F. L. Schlagle, President of the N. E. A., dated October 4, 1945:

"The amazing thing about these salaries is that they have been increased most in states where they were already highest and least in states where they were lowest. States where economic conditions are quite similar differ as much as several hundred dollars in the gains they have made. To what extent is this table an index of the purpose, strength, and leadership of our profession in the various states? This table shows clearly the need for a united profession and for federal aid to education.

"We must work for higher teachers' salaries with all the power at our command. Your national association is doing much to prepare the public to understand the need for higher levels of teachers' salaries. Not in a generation has the public been more favorable to the schools.

"We must build if we would go forward. Let us complete membership enrollment so far as possible before American Education Week, November 11-17, points.

"Our profession needs the strong voice which a united membership gives.

"Our profession needs funds to carry on a program big enough to influence local, state, national, and world policy.

"Each of us needs the renewed faith and the professional growth and satisfaction which come from sacrifice for a cause greater than himself."

The table referred to in paragraph 1 gives in the last column the average annual salaries of teachers, supervisors and principals for the school year 1942-43. New York ranks No. 1 among the 48 states; California No. 2; New Jersey No. 3 and Massachusetts No. 4, the State averages being New York $2697; California $2373; New Jersey $2269 and

Massachusetts $2225. The lowest average salary is that of Mississippi, $654. Twenty-five states have average salaries under $1400. Seventeen states have average salaries of less than $1200. Eight states have average salaries of less than $1000.

The ranks of states in average salaries are not actually as significant as they may appear to be. No matter how high or how low the average salaries of the 48 states might be there would be 48 ranks from the highest to the lowest, inclusive. It is not the ranking that should be considered most important by teachers; it is the size of the average salaries that is most important.

Tax payers associations and other groups who oppose increased appropriations for schools in New York, California, New Jersey and Massachusetts use the argument that salaries in those states are the highest in the nation.

I have heard teachers and superintendents in New Jersey say that the amount of money expended for schools in the educationally backward states is no concern of the people in New Jersey. Low salaries in the public schools are of national concern. They constitute a national problem, and a problem of importance to every school employee. Low salaries in the states of the deep South are a drag on the effort for better salaries for teachers in New York, California, New Jersey, Massachusetts and other states in which salaries are comparatively high.

The one agency continuously and militantly working for better teachers' salaries is the National Education Association. To join the N. E. A. is a matter of self interest for every teacher. It ought to be a matter of professional pride, too, to share in the cost of the N. E. A. work. No other national organization, whether professional or some other kind, does so much for its members and for people who are not members as the N. E. A.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

In an earlier IT SEEMS TO ME stress was placed upon the value of home calls as an agency in securing closer parent-teacher cooperation. However, home calls themselves do not guarantee better working relations. As a matter of fact the wrong word, misplaced emphasis or lifting the eyebrows too high may worsen rather than better conditions. To guarantee the best results it's a good idea to plan the call pretty definitely. These are some of the items that ought to be considered:

(1) Make an appointment. Parents are busy laundering, cleaning, cooking, gardening, going to town and visiting. They want to appear at their best when you call —and you want them to appear that way too. Otherwise, more harm than good may result.

(2) If you go after school permit the child in question to walk or ride along with you. This will help you find the house, make the meeting more informal when you arrive and, what is just as important, give you an opportunity really to know the child, and him an opportunity to know you. Somehow, most of us are a little more human outside the class room.

(3) Be enthusiastic about something—the flowers, the centerpiece or the old cat. This causes the parents to have a feeling of importance and of pride—it helps create good will.

(4) Now it's time to open up with something good about Peter. Maybe he made 100 in something, or got through the day without having a fight, or helped with the work, or is always courteous. This type of approach will make everybody feel good, ease the situation —and who knows, maybe Peter will make an extra effort to do better tomorrow.

(5) At this stage it is safe to mention some of his shortcomings, more or less casually. Don't make them stand out too prominently—they will seem big enough by way of contrast with the good you have just been talking about.

(6) Give a remedy — something the parents can do to help correct the situation. Be sure the plan is effective—then state it clearly and precisely.

(7) Finally, invite the parents to visit you at the school, to attend the next parents' meeting and to visit the principal.

Try to visit all the homes represented in your room as early in the semester as possible—but be doubly sure to visit the homes of problem cases as soon as the first difficulty arises. The parents will be glad to cooperate—give them a chance—they want their children to behave as much as you do.

VICTORY BONDS are a Good BUY

The News Digest
OF EDUCATION IN ACTION

Thousands of Schools Offer Aviation

WASHINGTON. — Air education of the youth of the country has increased to such an extent that millions of students of both sexes are now enrolled in aviation courses in schools and colleges, a survey made public by the Air Transport Association of America disclosed. Figures from the Civil Aeronautics Administration reveal that 96 per cent of the colleges and universities in the United States recognize aeronautics as an elective science, and half of these accept it as a laboratory science for college entrance. At least 399 of the higher educational institutions have already offered or will offer academic work in aviation or related fields, it is reported.

During the last school year aviation courses offered in colleges and universities ranged from a four to five year study in aeronautical engineering to special summer school work for elementary teachers.

At present about half of the pupils in the 28,000 American secondary schools, with a total enrolment of 6,000,000, have access to aviation instruction, the survey continues. Many thousands have availed themselves o the opportunities offered.

Guide To America Colleges For Veterans and Others

CINCINNATI. — Publication of a comprehensive educational guide, summarizing the entrance requirements, courses offered and other pertinent data for some 3,400 administrative units in 1,700 colleges and universities, was announced here at the University of Cincinnati.

Requested by the armed forces and slanted to give maximum aid to college-minded veterans, the 700-page volume is known officially as "A Guide to Colleges, Universities and Professional Schools in the United States." It was prepared under auspices of the American Council on Education by Dr. Carter V. Good, professor of education and acting dean of the university's Teachers College.

Types of institutions covered include junior colleges, arts and sciences colleges, teachers colleges and normal schools, and professional schools in 24 specialized fields.

A first printing of 12,000 is being speeded to men and women of the armed forces throughout the world. A second printing of 8,000 is scheduled for Nov. 15 delivery.

Types of information useful to any prospective student make up most of the volume. For veterans the guide includes data on special entrance requirements, credit for educational experience in the armed forces, refresher courses, tutorial work, courses at the high school level and short-course vocational units.

The availability of special grants and loans, as well as opportunities for part-time employment, is indicated, together with information concerning the specific type of veteran's guidance at each institution. Also covered are regulations governing church attendance, use of alcohol and tobacco, dancing and owning automobiles.

Books for All Tennessee's Goal

NASHVILLE, TENN.—The State Department of Education is taking steps to see that good books are made easily accessible to all of Tennessee's 3,000,000 people.

By bookmobile, and by mail to crossroad stores over the state, books are to be kept within easy distance of most Tennesseans, no matter if they do live in the out-of-the-way places. With a state fund of $75,000 made available the Department is working out a 50-50 fund payment basis with its various counties. They will operate through county libraries and an intermediary system of regional agencies.

Propaganda Recordings Go to Congress Library

WASHINGTON—On behalf of the Library of Congress in Washington, Dr. Luther Evans, Librarian of Congress, announced acceptance of the Columbia Broadcasting System's gift of the total files of 24,000,000 words of foreign short-wave broadcasts eavesdropped and recorded by the CBS short-wave listening station since August, 1939.

Allied and enemy communiques and propaganda were radiocast from more than 60 foreign stations. They were tuned in and "trapped" by secretly located CBS receivers, and selectively channeled into the network's news headquarters in New York, where trained linguists under the direction of Jack Gerber, supervisor of CBS short-wave listening, and Paul White, CBS director of new radiocasts, received, and translated from more than 15 languages.

Summer Reading Required at Yale

NEW HAVEN, CONN.—Under the new Yale program, summer reading is a requirement as serious as are certain courses of the winter terms, with an examination to terminate each summer of work. This is the old, familiar high school reading list and required "book report" grown up. In

dignity and worth it has also increased in stature. All freshmen, sophomores, and juniors at Yale, no matter what courses they take, or what their majors, must meet the summer reading requirement. The first-year reading program is further integrated with a sophomore counseling plan. Juniors may substitute field work by arrangement.

Arthur Dondineau Detroit Superintendent

DETROIT.—Arthur Dondineau, 58-year-old educator and farmer, is the new superintendent of Detroit public schools.

A member of the local public school system for 24 years, Dondineau has been acting superintendent since the death of Warren E. Bow, May 12. Previously he served for four years as first assistant superintendent with the additional task of handling the school budget.

Free List of Books On Human Relations

CHICAGO. — The 1945-46 Reading for Democracy List has just been published by the National Conference of Christians and Jews. The twenty-five books listed cover a wide range of interest and are divided into three age groups. The foreward is by Dorothy Canfield Fisher. Copies of the list, including brief descriptions of each book, may be obtained from the Chicago Round Table of the National Conference of Christians and Jews, 204 North Wabash Avenue, Chicago 1.

P.-T. Membership Over Three Million

CHICAGO.—The National Congress of Parents and Teachers enters the 1945-46 school year with a membership of 3,487,138, according to an announcement by Mrs. William A. Hastings, national president. The Congress has members in every one of the forty-eight States, in the District of Columbia, and in the Territory of Hawaii.

Charter, Television Enter Gotham Schools

NEW YORK—One of the major new educational projects in the city's schools is that of teaching the children about the San Francisco Charter, Howard A. Shiebler, secretary to the Superintendent of Schools, said.

Copies of the Charter, in booklet form, he said, will be available in all schools. Another important innovation will be experiments with the use of television as a mean of education, in comparison with moving pictures, radio, and text books. The experiments will be conducted in junior high schools in conjunction with the National Broadcasting Company.

Northwestern Revises Teacher Education

EVANSTON, ILL.—A new program for the education of teachers has been inaugurated at Northwestern University School of Education this fall. The main objective of the program is to develop in the prospective teacher the understanding and the skill that are the attributes of the educated ciizen as well as the successful teacher.

Discarding the traditional system of courses and credits, the new program consists of sixteen units of study, four of which the student takes each year. He devotes one-half of his time to a liberal education, one-fifth to the acquisition of professional knowledge and the remainder to "content subjects" of the grade or high school level. The program includes three types of curricula: one for high school teachers, one for grade teachers and one for physical education teachers.

Yale to Train Chinese for Farming

NEW HAVEN, CONN.—Thirteen Chinese technicians who recently arrived in this country are enrolled for a 27-week course of resident instruction in the Yale University School of Forestry, Dean George A. Garrat has disclosed .

The course is being given in conjunction with a co-operative project undertaken by the U. S. and Chinese Governments, Dean Garratt said, add-

Model Classroom Installed In Salem Grade School

SALEM, MASS.—One classroom in a local school will so far outshine all others this year that it may startle other New England communities into improving their antiquated schoolrooms.

It is a room in the Bowditch Grade School. It was selected to be remodeled, repainted, relighted, and re-equipped by several industrial firms in Salem and to stand as an example of what modern industry can provide in the way of comforts for the school pupil.

The room is 24 by 30 feet, with a ceiling 12 feet high. First, an asphalt floor was installed to insure good brightness and yet by its marbleizing to camouflage heel marks to some extent. Two of the walls heretofore given over to blackboards were covered with tackboards. The front blackboard was then placed with a glass chalkboard of an off-white color on which the writing is done in blue chalk.

Believing there is a close connection between vision and posture, the Sylvania company arranged to have new seats and desks designed, based on the most thorough research on the physical dimensions and working habits of school children. The seats automatically adjust themselves to pupils' heights, and the angle of the desk has also been carefully worked out.

Fluorescent lighting fixtures have been installed, three rows of three fixtures each, so designed as to direct working light down and forward, while presenting a surface of only moderate brightness.

Special louvres at the windows shield students from skybrightness and yet prevent any "shut in" feeling. At the same time they present the very least possible interference with daylight reaching the dark side of the room.

The walls have been painted a color which looks the same under day light as under artificial light. And, as final insurance, a lighting indicator, involving use of an "electric eye," constantly measures the foot-candles of light in the room and shows when the artificial lights should be turned on or off. The idea is that one student will be selected each day to act as Light Monitor, and the Light Indicator will be fastened to his desk. That ought to be fun.

ing that the general project which will train more than 100 specialists in agriculture and other related fields, is under the supervision of the China Economic Administration in collaboration with the Chinese Supply Commission.

The trainees now at Yale all held positions in China in agriculture or forestry with various educational and research organization there, it was said, and the courses for which they are enrolled here are designed to meet the requirements of the jobs which they expect to fill upon their return to China.

Key to Materials On Social Studies

NEW YORK. — A "Bibliography of Economic and Social Study Material" has been released by the National Association of Manufacturers. This pamphlet lists and describes free books and motion pictures available to teachers. To secure a copy, write to the National Association of Manufacturers, 14 West 49th Street, New York 20.

Michigan Extends Veterans Institutes

DETROIT.—The high school for veterans at Cass Technical High has proved so popular that similar programs will be set up in other Michigan high schools, Eugene B. Elliott, state superintendent of public instruction has announced.

There are approximately 130,000 servicemen under 25 from Michigan who do not have high school diplomas, Elliott estimates. Schools like the Veterans' Institute at Cass make it possible for a veteran to complete a high school education and receive his diploma without being placed in classes with younger boys and girls.

Whatever training the veterans requests is provided.

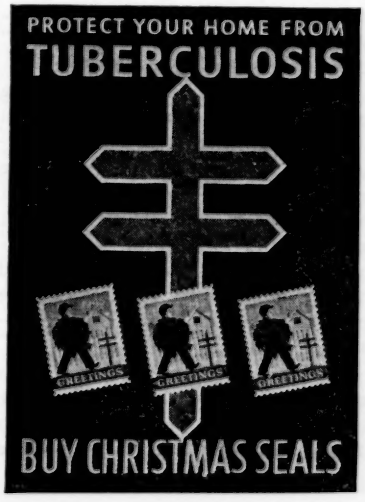
Boys Outshine Girls In Cooking Class

MEDFORD, MASS.—At Medford High School football and hockey stars are "cookin' with gas" but the results are biscuits and other substantial things to eat.

For the first two periods every Wednesday morning 19 husky young me nof the sophomore and senior classes take to aprons, mixing bowls and rolling pins with an amazing seriousness. They are enrolled in a course called "Foods." Although the girls think it a huge joke, these boys have earned a reputation of being better cookery students and better cooks than their female competitors.

"They are much more enthusiastic and learn faster than girls. They love to scrub up, too. Girls think they know it all," says the teacher, Miss Elizabeth Hendry.

Mis Katherine L. Baker, home economics supervisor, thought it was just a gag when a group of boys requested a cooking class. But the boys soon proved they weren't trying to be funny. After the first year every boy landed a summer job in a tea room or restaurant, proving that "foods" for boys is as practical as it is unusual.



English For Latin Americans Worked Out At Michigan

ANN ARBOR, MICH.—Strangers no longer to this country's idiom, 60 Latin-American students who in eight weeks learned the fundamental structure of an English sentence and the principles of pronounciation, left the University of Michigan campus recently to take up specialized studies in other universities throughout the nation.

They are the products of a unique educational experiment known as the English Language Institute, where going to movies, dances and parties is as serious a part of the academic curriculum as is formal classroom study.

Originated and conducted by Professor Charles C. Fries, an internationally known linguist, the project was begun in 1941 at the request of the State Department and has since turned out more than 600 students.

The Institute was organized for the purpose of developing new materials for the teaching of the English language to those whose native tongue was not English. An attempt is made to interpret in a practical way the teaching of the principles of modern linguistics scientifically. In the past four years the Institute has published six volumes which are used in the intensive course in English for Latin Americans and has just completed a beginning text, "Ingles por Practica."

To supplement classroom work, the students all live together in the "English House" where only English is spoken. Here they enjoy group singing. Miss Margaret Moye, director of the English House, arranges schedules of games and speeches for the residents.

One game which the Latins could not comprehend was musical chairs. It didn't work because the men students were too polite; instead of fighting for a chair they would bow to a pretty senorita and say, "You take the chair, please."

Swedish Universities A Help to Refugees

STOCKHOLM — Altogether 1,400 refugee students of various nationalities have studied at Swedish universities and medical and technical colleges during the war. At the beginning of 1945, the number was about 700. Assistance has also been given on a considerable scale to young university men in the prisoner-of-war camps on the European continent, and to students in the German-occupied countries.

The relief activities carried on during the war years have been led by two separate Swedish academic organizations, the International Student Relief Committee and the Nordic Student Relief, which work on somewhat different lines.

High Schooling Tailor-Made For Ex-Servicemen

KANSAS CITY, MO. — High-school education tailor-made for discharged servicemen has been inaugurated here with the opening of a special school designed to cut red tape between the soldier and his high-school diploma.

It's a school where the veteran can attend as much or little as he likes, take any course he desires, and advance at his own speed.

A newly-discharged veteran, Howard N. Monnett, has taken over as head of the school—officially known as the High School Training Center for Veterans and Civilian Adults.

"If any adult, veteran or civilian, hasn't finished high school, wants to, and doesn't get it now, it will be nobody's fault but his own," said O. H. Day, Director of Vocational Education for Public Schools, who has long planned this type of school.

Civilians who want to resume an interrupted high school career also are eligible to enter, although the the school is primarily established to meet the needs of returning veterans.

High-school courses are broken down in small units. As soon as a pupil completes one unit, he is examined and given another. Mr. Day expects that some of the returned veterans will complete a semester's work in four to five weeks.

"Maybe one fellow wants to come an hour a week and take drafting," Mr. Day continued. "Another may wish to take English five mornings a week, and a third may desire machine shop full time. The idea is to make it possible for all three to obtain their study desires and as fast as they choose to take them."

The veterans are given credit for Armed Force Institute courses, and special courses such as radar are counted as natural science credits. If a discharged soldier is deficient in only one subject for college entry, the school's plan makes it possible for him to catch up at the same time he takes college work at the city's junior high college or university.

No pains are spared to make getting a high school diploma a pleasant, speedy, and worthwhile road to higher education.

High School Fights Secret Societies

WHITE PLAINS, N. Y.—Frank H. Nye principal of the White Plains High School, said that 212 of the 1,655 pupils in the school had declined to sign pledges repudiating present or future membership in fraternities, sororities and other organizations that possess selective membership.

The Board of Education, opposed to the groups since the suicide three years ago of a sorority girl, had requested the pledges. By order of the Board, Mr. Nye explained, the 212 pupils will be excluded from athletics, school-sponsored clubs, and other extra-curricular activities. There will be no curtailment, however, of their studies.

Among the pupils withdrawing from the sororities and fraternities, Mr. Nye said, were nineteen members of the football squad and several officers of the school's general organization.

Mathematics Urged As High School "Must"

CAMBRIDGE, MASS.—The graduate of the future will not be minus a knowledge of mathematics, especially geometry, if the Harvard report has the influence on the school that many people think it will have.

The study of mathematics is given an important place in "general education." That is, it becomes a "must" for every high school boy and girl.

It is not alone because, according to the Harvard committee, modern living demands from the ordinary participant and worker an increasing amount of skill and knowledge of mathematics in daily living, and that an increasing number of jobs in industry ,as well as in both civil and military government agencies, require sound training in algebra and geometry.

It is also because mathematics is found intrinsically useful in building some of the skills and comprehensions of the ordinary individual. Once upon a time, almost all young students studied a thing called logic. Today mathematics and logic have been fused into one subject.

Council for Social Studies To Hold Annual Meeting

MILWAUKEE, WISC.—The National Council for Social Studies will hold its twenty-fifth annual meeting at the Hotel Schroeder in this city, November 22-24. The general theme will be "Facing the Overall Tasks in Social Education."

Further details regarding the program may be obtained from Mr. Merrill F. Hartshorn, Executive Secretary, National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington 6, D. C.

Coaches Strike; Students Ditto

NEW YORK. — In protest against immipent suspension of all interscholastic athletic contests because of the city's failure to provide extra pay for high school coaches, 3000 students in six Brooklyn high schools walked out of their classes recently. Their action resulted in "strike" parades.

Later, high school athletic coaches who touched off a series of student "sympathy strikes" by their refusal to continue their extra activities unless they were compensated agreed to resume their coaching duties, it was disclosed by Frank Salz, president of the Public Schools Athletic Coaches Association, following a closed meeting between the executive committee of the association and Superintendent of Schools Dr. John E. Wade.

Teachers' Weariness Held Drag on English

RALEIGH, N. C.—A frontal attack on the tired, rasping voice of the English teacher which sometimes is held responsible for a student's dislike of his classroom work, is being made by the North Carolina English Teachers Association.

Recommendations of a committee, adopted at a recent association conference, point out the duty of English teachers to safeguard their own mental and physical health, as well as the mental health of their pupils, by careful budgeting of time and energy. Suggestions, based on analysis of work

diaries kept by representative teachers, caution against working days in excess of ten hours and warn against present conditions of overloaded classrooms. English teachers are urged to take special courses in speech.

Cambridge School Ruling Stands

CAMBRIDGE, MASS.—The Cambridge school committee, by a vote of 4-2, refused to rescind its ruling that school employes "should not participate" as members of any inter-racial committees. The motion to rescind was introduced by Committeeman Russell A. Wood, who said that the previous action was "Un-American."

The original ban was introduced by Mayor John H. Corcoran, who said that "there was no necessity to rescind the earlier action and that no such committee was needed in Cambridge." John B. Atkinson, city manager organized the committee which has never met, at the request of Gov. Tobin, who he said had requested the mayors of all cities in the state to form such groups.

Hughes Named To Maine Post

AUGUSTA, ME.—John H. Hughes, supervisor of guidance in the Puerto Rico school system, was appointed today as supervisor of counselling and guidance activities in the Maine department of education. Hughes, 45, and a native of Scranton, Pa., replaced Dana Cotton.

Teen Age Book Show Captures Interest

ALLENTOWN, PA.—That books are "your road to adventure and romance before you meet the real thing" was the message of Albert E. Perry, author and lecturer, to thousands of young people from seventeen schools of Allentown and vicinity attending the Teen Age Book Show, held here under the sponsorship of Pocket Books, Inc.

More than 200 students left with their librarians requests for new books they had seen in the exhibit or had read about in the free booklet, 'Read Today — Star Tomorrow." A radio program was put on by students with the cooperation of station WSAN during the book show, and its popularity has led to a weekly broadcast over the same station by high school students on their favorite books.

The Teen Age Book Show made its debut at Montclair, N. J., and is scheduled for Minneapolis, Detroit and other centers, according to Miss Martha Huddleston of Pocket Books, Inc., who arranges these educational programs in conjunction with high school and library heads.

New England Meeting Of English Teachers

The annual Fall meeting of the New England Association of Teachers of English will be held in Cambridge on November 16-17. On Friday at 4:00 P.M. the general theme of the conference will be 'New Approches to Old Tasks," which will be discussed by Bernice L. Caswell, Head of the English Department, Wakefield High School, Wakefield, Mass.; Benjamin A. Little, Head of the English Department, Junior High School, Winthrop, Mass.; Elma Clark LeBlond, Director of English, West Hartford, Conn.; and Arthur S. Roberts, St. George's School, Newport, R. I., Among the speakers at the dinner and luncheon meetings, to be held at Hotel Continental in Cambridge, will be Dorothy Canfield Fisher, author and lecturer; Dr. A. Howard Meneely, President of Wheaton College; Dr. Paul H. Buck, Chairman of the Harvard Committee on General Education in a Free Society; Professor Allan Abbott, Columbia University; and Dr. Samuel H. Cross, Professor of Slavic Languages and Literature, Harvard University. On Saturday morning in Longfellow Hall, Radcliffe College,

High School for Veterans Set Up in Massachusetts

BOSTON. — Firmly grasping the problem of the veterans and their need for high-school education, the Massachusetts Department of Education announced the opening of nine regional veterans high schools.

Julius E. Warren, State Commissioner of Education, gave a realistic survey of the new program, designed to give the war-matured fighting men who seek high-school diplomas every opportunity to reach this goal.

Every Massachusetts veteran with an honorable discharge is eligible to enroll. No approval by the Veterans Administration is required. A combination of correspondence-course instruction and tutoring is contemplated. The courses are free.

Rapid acceleration of discharges from the armed forces, with a consequent demand for high-school education reaching greater proportions throughout the Commonwealth, caused the speedy inauguration of this program, Mr. Warren said.

Nine locations for the regional high-school centers will be at the State Teachers Colleges in Bridgewater, Fitchburg, Worcester, Framingham, Salem, Lowell, North Adams, Westfield and the Massachusetts School of Art in Boston.

Courses may be commenced at any time with one or 50 veterans enrolling. Instructors will be provided for frequent consultations by the students if they are "snagged in the correspondence course study."

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Circulars and Table of Contents on Request

PORTER SARGENT

11 Beacon Street, Boston 8, Mass.

representatives of publishing houses will display and explain their newest offerings. The detail program of the conferences may be found in the November issue of the *English Leaflet* or by writing to the president of the New England Association of Teachers of English, Mr. Arthur E. Newcomb, Attleboro High School, Attleboro, Mass.

Statement of ownership, management, circulation, etc., required by the Acts of Congress of August 24, 1912, and March 3, 1933, of The Journal of Education, published monthly, September to May, at Boston, Massachusetts, for October 1, 1945.

State of Massachusetts, County of Suffolk, ss.

Before me, a Notary Public, in and for the state and county aforesaid, personally appeared Anson W. Belding, who having been duly sworn according to law, deposes and says that he is the Editor of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in Section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher—New England Publishing Company, 6 Park Street, Boston, Mass.

Editor—Anson W. Belding, 277 School Street, Watertown, Mass.

2. That the owner is (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of the stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member must be given.)

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ANSON W. BELDING, Editor.

Sworn to and subscribed before me this 28th day of September, 1945.

KATHRYN R. KEHOE.
Notary Public.

My commission expires June 26, 1947.

Grins Between Grinds

HADN'T MET

An elderly lady was making her first visit to an Army post and she had her eye open for any opportunity to do good. She stopped to watch two sentries who passed each other in rigid silence. Finally she stepped up just as the two were abreast.

"Come now, boys," she coaxed, "why not make up and be friends?"

BUDDING POLITICIAN

Boy in history class: "The Hoover administration was a flop in every way and all the people who ate the Hoover ration starved to death."

HEAVENLY DAY!

A very well-satisfied man arrived at the gates of heaven and asked for admission.

"Where are you from?"

"California."

"Well, you can come in—but you won't like it."

THAT BROKEN LINE

Fifty years or so ago, a surveyor checked over the boundary line between Massachusetts and Vermont. He surprised a certain farmer by informing him his farm was no longer in Vermont but in Massachusetts.

"That's good," said the farmer. "I didn't see how I was goin' to stand another of them Vermont winters anyhow."

NO PROMPTING, PLEASE

Two golfers, slicing their drives into the rough, went in search of the balls. They searched for a long time without success, a dear old lady watching them with kind and sympathetic eyes.

At last, after the search had proceeded for half an hour, she spoke to them.

"I hope I'm not interrupting, gentlemen," she said sweetly, "but would it be cheating if I told you where they are?"

SATISFIED

The young husband waited nervously in the anteroom of the hospital. Finally the nurse entered, bringing a basketful of triplets. The visitor looked at them with much interest; then said, "We will take the middle one."

REASON ENOUGH

Mother: Freddie, why did you kick Teddy in the stomach out there in the yard?

Freddie: He turned around.

ENTERPRISING

A girl entered the manager's office to apply for a job, and when asked if she had any particular talents, stated that she had won several prizes in crossword puzzles and slogan contests.

"That sounds good," the manager told her, "but we want somebody who will be smart during office hours."

"Oh," she explained brightly, "this *was* during office hours."

TELL THAT TO THE COP!

Smith and Jones had been out celebrating and were driving home together with Smith at the wheel. As the speedometer crept up to fifty, sixty and higher, Jones grew worried.

"Slow down a bit," he cautioned. "You're driving too fast."

"Oh," said Smith, "I thought you were driving."

REAL DIPLOMACY

"What makes you think you are qualified for a position in the diplomatic corps?" demanded the examiner.

"Well," answered the applicant modestly, "I've been marreid 20 years and my wife still thinks I have a sick friend."

HABIT

As the M.O. was going around the military hospital he stopped beside the bed of a newly arrived patient.

"This man's injuries are very peculiar," he remarked, after an examination. "How did he get hurt?"

"Well, sir, he was a chauffeur before he joined up," replied the orderly, "and when the army mule stopped he crawled under to see what was the matter."

NO PRIORITY

A retailer annoyed because he had to wait several months for an order, wired the manufacturer: "Cancel order immediately." Back came the response: "Regret cannot cancel immediately. You must take your turn."

DIRECTORY OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

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